



Aboriginal Report 2015/16 - 2019/20

How Are We Doing?

Province (Public Schools Only)

[electronic version of report: https://studentsuccess.gov.bc.ca/](https://studentsuccess.gov.bc.ca/)

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Questions/Comments:

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Ministry of
Education

ABORIGINAL REPORT - HOW ARE WE DOING?

You will notice that there are changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

Since its inception in 1999, this report has included data from all students, regardless of residency status. As such, the statistics contained within this report may differ from the statistics posted on the Student Success website: (<https://studentsuccess.gov.bc.ca/>), which includes data for B.C. residents only.

The decision to remain consistent with previous reporting was made by consensus among Tripartite parties including the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC).

The Tripartite partners have collectively agreed to retain "Aboriginal" wording for the purposes of this year's "How Are We Doing?" report. Updating terminology from Aboriginal to Indigenous requires changes to Ministry data collection processes that will ensure standardized wording from collection onwards. This work is underway.

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data.

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

POINTS OF INQUIRY

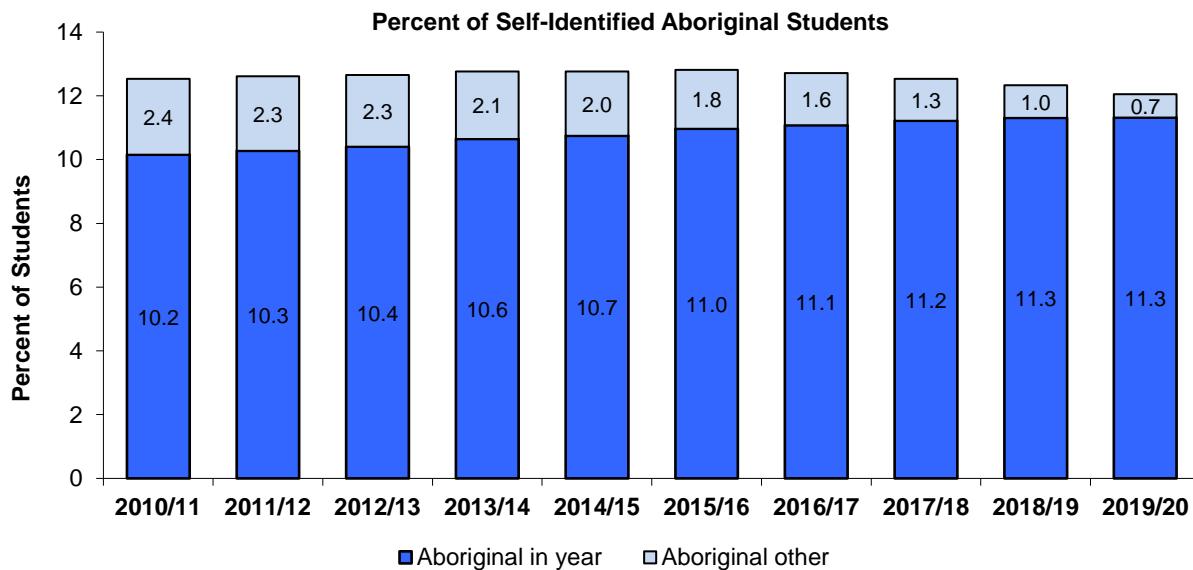
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	All Students #	SIA in Year*		SIA Only in Other Year(s)*		Never SIA*	
		#	%	#	%	#	%
2010/11	579,110	58,834	10.2	13,761	2.4	506,515	87.5
2011/12	569,734	58,531	10.3	13,354	2.3	497,849	87.4
2012/13	564,529	58,717	10.4	12,709	2.3	493,103	87.3
2013/14	558,983	59,502	10.6	11,851	2.1	487,630	87.2
2014/15	552,786	59,382	10.7	11,202	2.0	482,202	87.2
2015/16	553,376	60,706	11.0	10,200	1.8	482,470	87.2
2016/17	557,625	61,799	11.1	9,074	1.6	486,752	87.3
2017/18	563,242	63,181	11.2	7,432	1.3	492,629	87.5
2018/19	568,983	64,326	11.3	5,835	1.0	498,822	87.7
2019/20	575,998	65,214	11.3	4,196	0.7	506,588	87.9



Note:

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

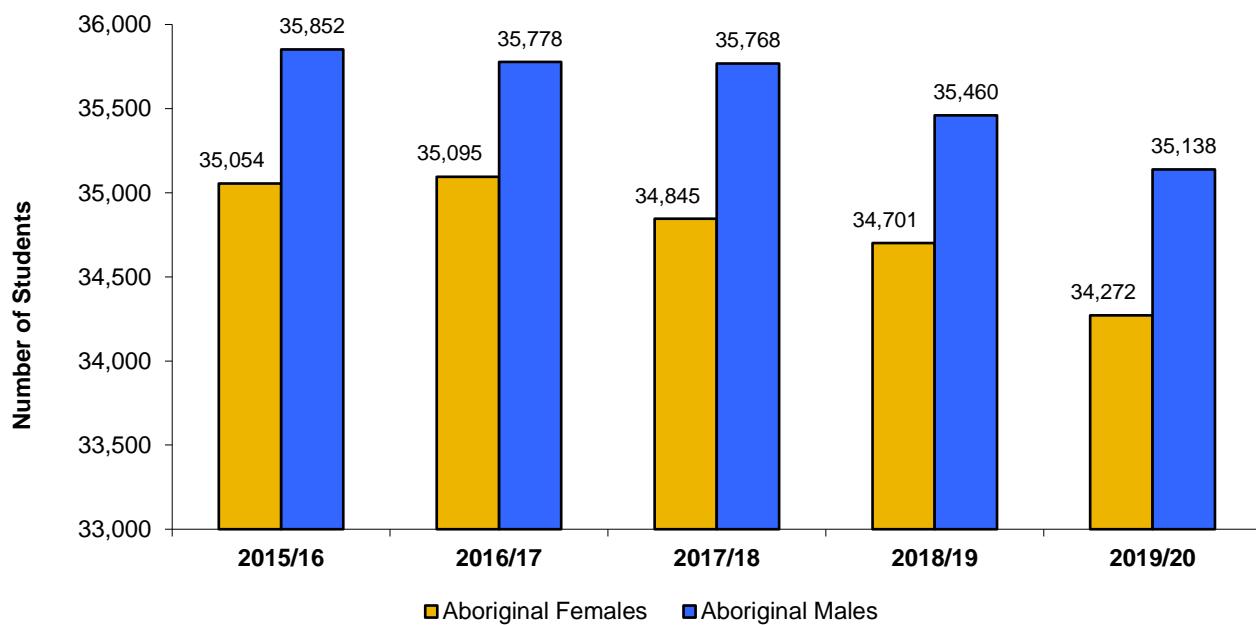
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In EDUC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. Column (3) shows students who have never identified themselves as Aboriginal.

ABORIGINAL STUDENTS BY GENDER

School Year	All Students	Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students
		#	%				
2015/16	553,376	70,906	12.8	35,054	6.3	35,852	6.5
2016/17	557,625	70,873	12.7	35,095	6.3	35,778	6.4
2017/18	563,242	70,613	12.5	34,845	6.2	35,768	6.4
2018/19	568,983	70,161	12.3	34,701	6.1	35,460	6.2
2019/20	575,998	69,410	12.1	34,272	6.0	35,138	6.1

Number of Aboriginal Students by Gender



ABORIGINAL STUDENTS, ON- OR OFF-RESERVE

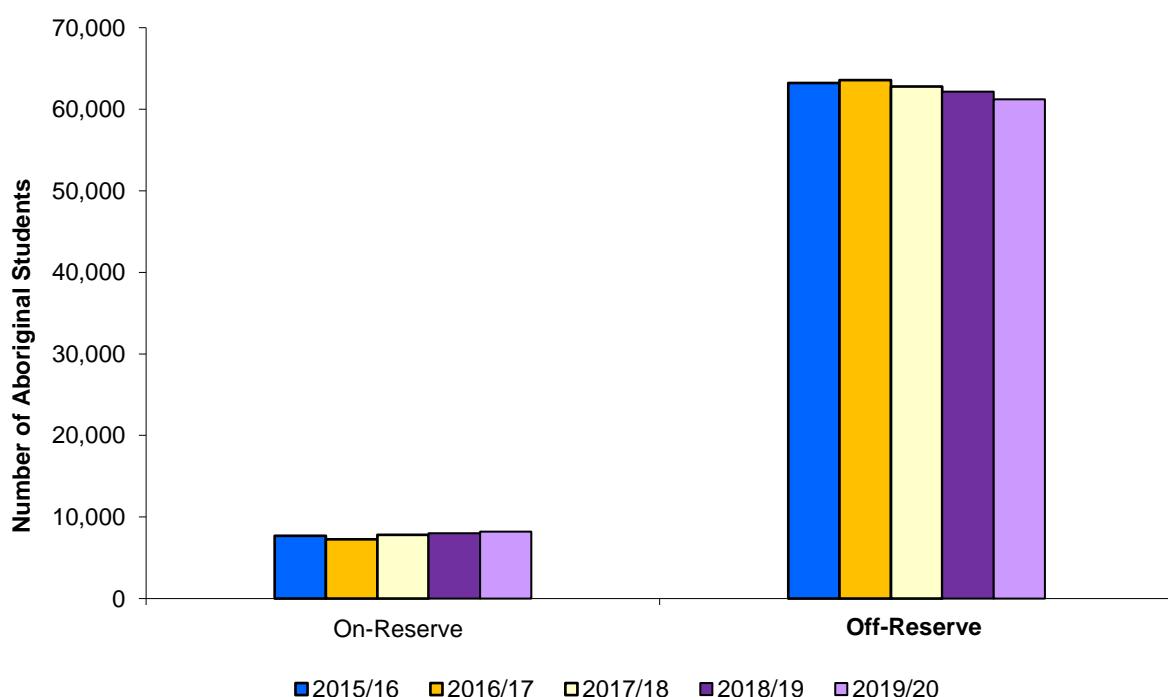
September Count

School	On-Reserve				Off-Reserve		
	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
2015/16	70,906	3,777	3,917	7,694	31,277	31,935	63,212
2016/17	70,873	3,579	3,706	7,285	31,516	32,072	63,588
2017/18	70,613	3,831	3,989	7,820	31,014	31,779	62,793
2018/19	70,161	3,914	4,079	7,993	30,787	31,381	62,168
2019/20	69,410	4,042	4,167	8,209	30,230	30,971	61,201

February Count

School	On-Reserve				Off-Reserve		
	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
2015/16	70,616	3,723	3,849	7,572	31,274	31,770	63,044
2016/17	70,462	3,557	3,688	7,245	31,351	31,866	63,217
2017/18	70,340	3,803	3,959	7,762	30,968	31,610	62,578
2018/19	70,119	3,930	4,047	7,977	30,800	31,342	62,142
2019/20	69,180	3,992	4,121	8,113	30,149	30,918	61,067

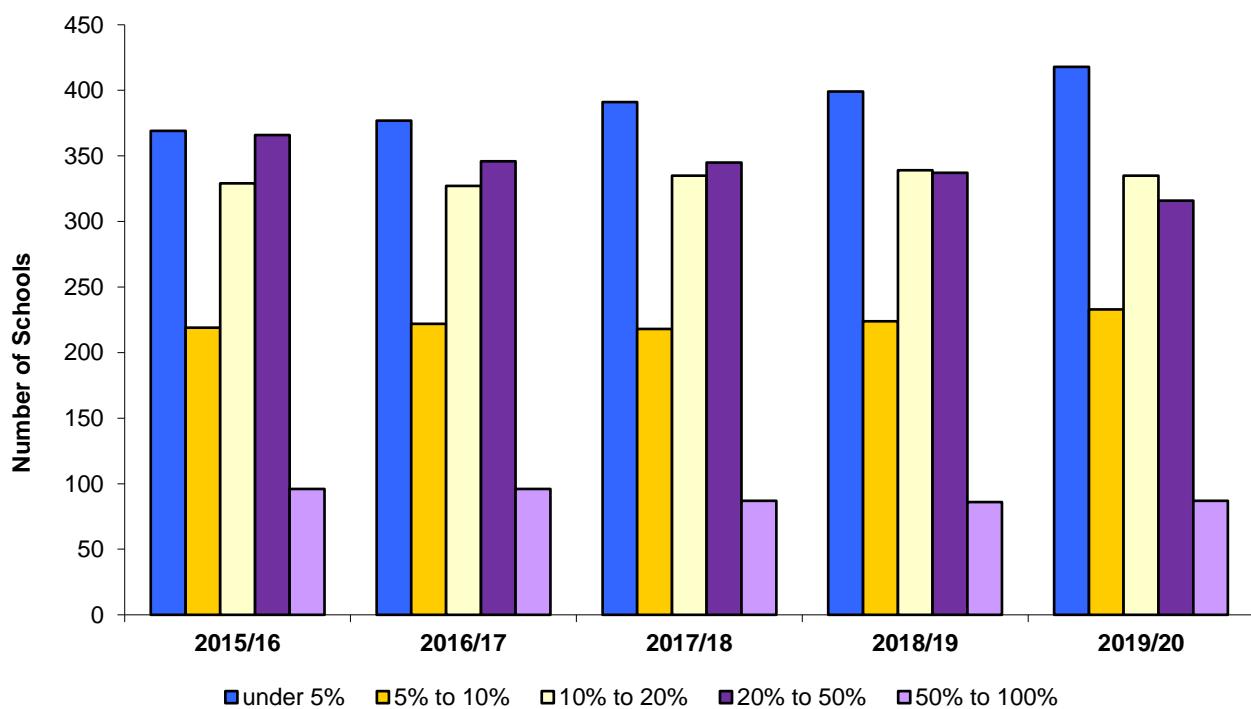
Number of Aboriginal Students, On or Off-Reserve (September Count)



NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	Total Schools #	Number of Schools				
		<u>under 5%</u>	<u>5% to 10%</u>	<u>10% to 20%</u>	<u>20% to 50%</u>	<u>50% to 100%</u>
2015/16	1,379	369	219	329	366	96
2016/17	1,368	377	222	327	346	96
2017/18	1,376	391	218	335	345	87
2018/19	1,385	399	224	339	337	86
2019/20	1,389	418	233	335	316	87

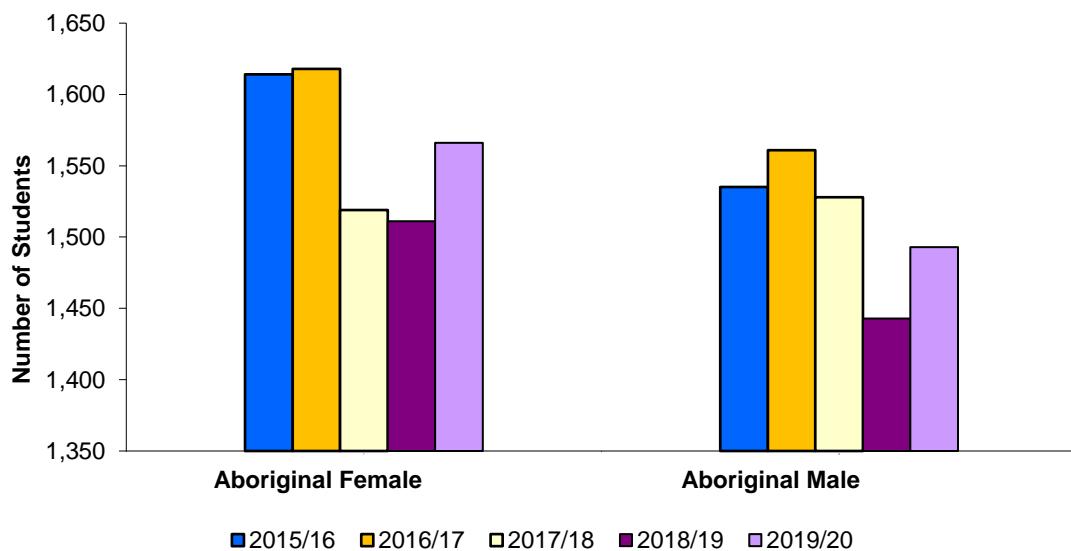
Number of Schools with Aboriginal Students (%)



STUDENTS IN ALTERNATE PROGRAMS

School Year	Aboriginal			Non-Aboriginal		
	Total Students	Female	Male	Total Students	Female	Male
#	#	#	#	#	#	#
2015/16	3,149	1,614	1,535	4,483	2,015	2,468
2016/17	3,179	1,618	1,561	4,474	2,020	2,454
2017/18	3,047	1,519	1,528	4,386	1,991	2,395
2018/19	2,954	1,511	1,443	4,298	1,959	2,339
2019/20	3,059	1,566	1,493	4,682	2,138	2,544

Number of Aboriginal Students in Alternate Programs



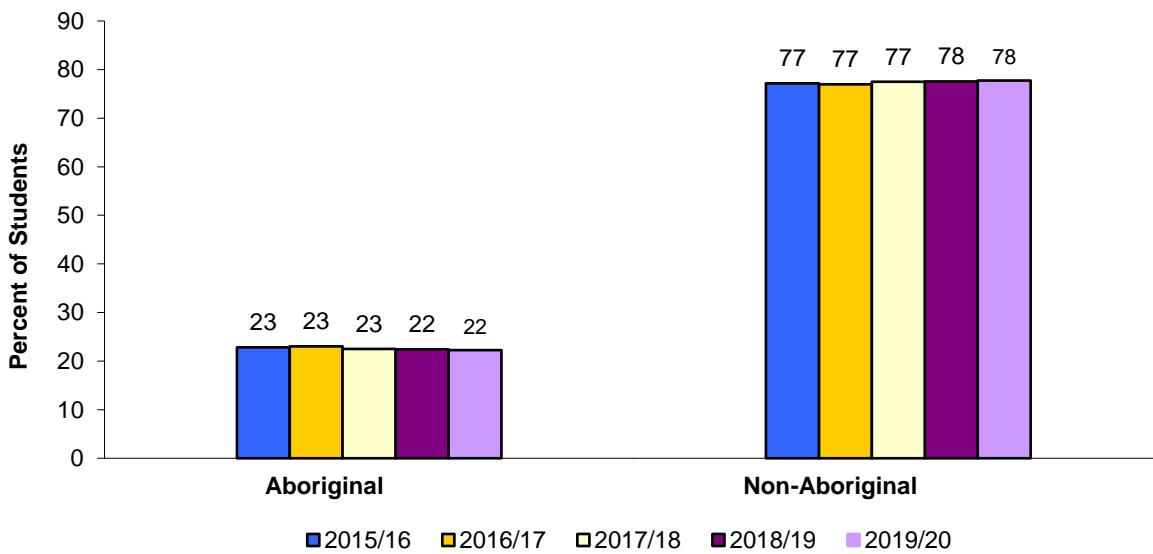
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 CATEGORIES)

The Ministry of Education is aligning language with the United Nations Convention on the Rights of Persons with Disabilities, and Human Rights legislation, where “persons with disabilities” is the terminology used. Within the K-12 context, “Students with Disabilities or Diverse Abilities” will replace the terms “Special Needs”.

Students with Disabilities or Diverse Abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry has the vision to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities or diverse abilities.

School Year	Total 12 Categories #	Aboriginal		Non-Aboriginal	
		Total #	%	Total	
				#	%
2015/16	57,940	13,237	23	44,703	77
2016/17	59,254	13,633	23	45,621	77
2017/18	61,907	13,945	23	47,962	77
2018/19	64,864	14,539	22	50,325	78
2019/20	68,236	15,185	22	53,051	78

**Percent of Students with Disabilities or Diverse Abilities
(12 Categories)**

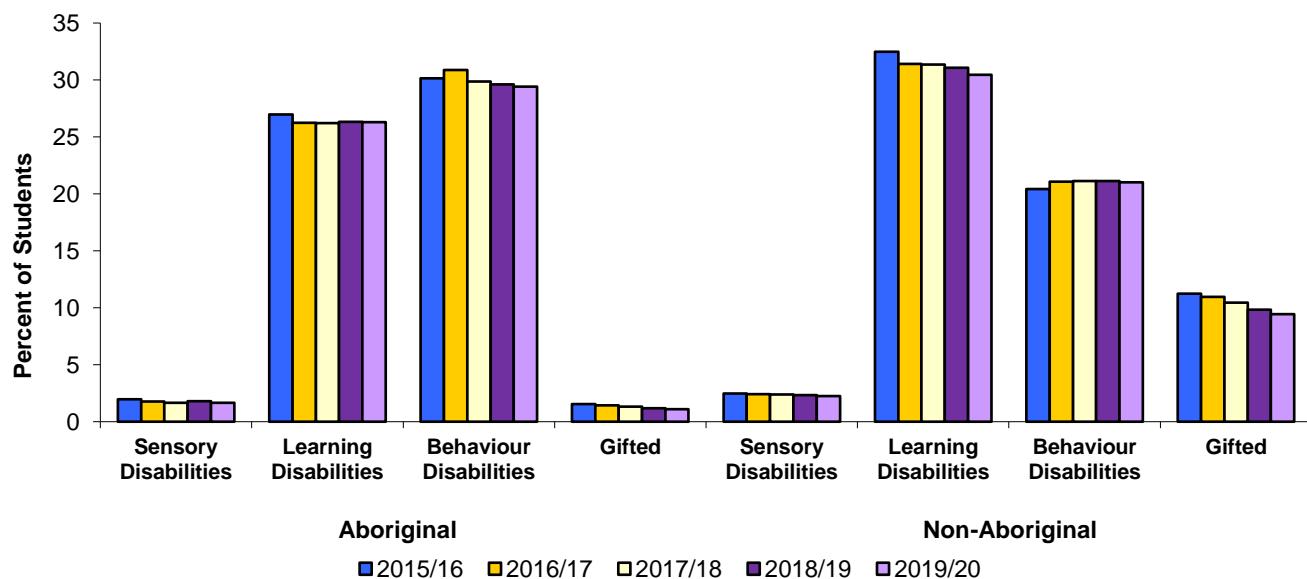


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (PERFORMANCE REPORTING GROUPS)

Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted includes Category P (Gifted).

School Year	Abor (12 Cat)		Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted	
			Non-Aboriginal		Non-Aboriginal		Non-Aboriginal		Non-Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2015/16	13,237	44,703	259	2	1,101	2	3,572	27	14,513	32	3,992	30	9,137	20	204	2
2016/17	13,633	45,621	241	2	1,101	2	3,576	26	14,332	31	4,211	31	9,615	21	197	1
2017/18	13,945	47,962	232	2	1,141	2	3,655	26	15,042	31	4,164	30	10,137	21	185	1
2018/19	14,539	50,325	262	2	1,179	2	3,826	26	15,644	31	4,307	30	10,634	21	174	1
2019/20	15,185	53,051	252	2	1,196	2	3,992	26	16,152	30	4,468	29	11,145	21	165	1
															5,008	9

Percent of Students with Disabilities or Diverse Abilities
(Performance Reporting Groups)



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

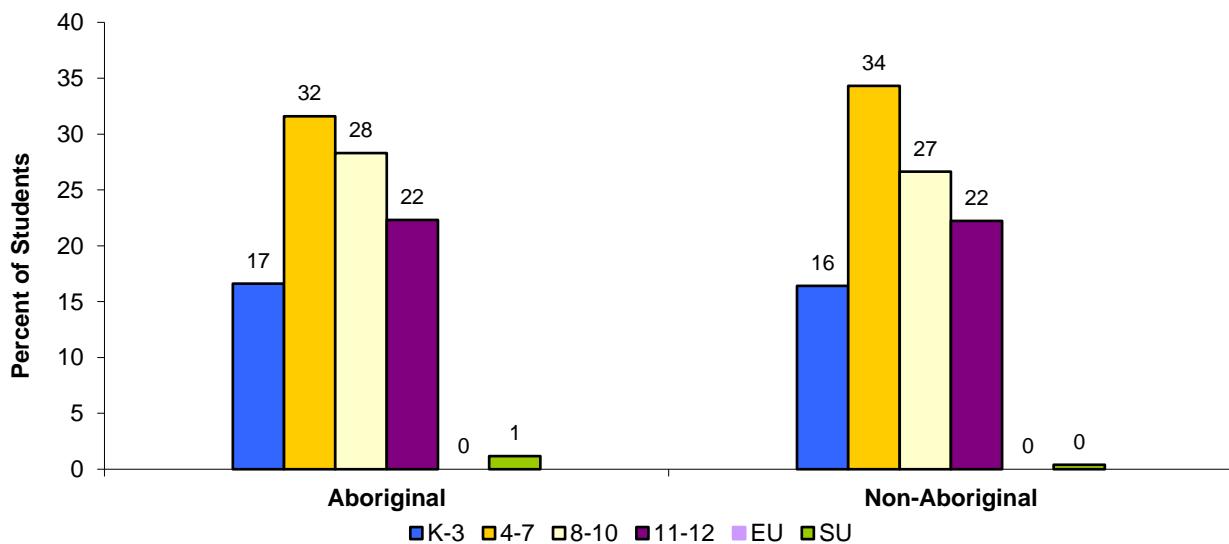
Aboriginal Students

School Year	Total Behaviour Disabilities #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2015/16	3,992	662	17	1,123	28	1,119	28	941	24	0	0	147	4
2016/17	4,211	725	17	1,192	28	1,205	29	975	23	0	0	114	3
2017/18	4,164	684	16	1,303	31	1,202	29	913	22	0	0	60	1
2018/19	4,307	738	17	1,368	32	1,225	28	906	21	0	0	67	2
2019/20	4,468	742	17	1,412	32	1,264	28	997	22	0	0	52	1

Non-Aboriginal Students

School Year	Total Behaviour Disabilities #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2015/16	9,137	1,510	17	2,660	29	2,601	28	2,224	24	0	0	131	1
2016/17	9,615	1,572	16	2,935	31	2,604	27	2,377	25	0	0	123	1
2017/18	10,137	1,743	17	3,268	32	2,659	26	2,383	24	0	0	78	1
2018/19	10,634	1,808	17	3,556	33	2,770	26	2,404	23	Msk	Msk	Msk	Msk
2019/20	11,145	1,828	16	3,825	34	2,968	27	2,477	22	0	0	44	0

Percent of Students with Behaviour Disabilities - Grade Distribution 2019/20



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

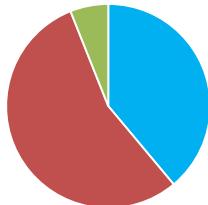
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA Description and Specifications page:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 4: ABORIGINAL

School Year	Writers Only	Participation	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	3,633	76	1,173	32	2,255	62	205	6
2016/17	3,613	74	1,252	35	2,208	61	153	4
			Emerging		On Track		Extending	
2017/18	4,038	76	1,583	39	2,216	55	239	6
2018/19	3,860	74	1,432	37	2,195	57	233	6
2019/20	3,664	73	1,426	39	2,017	55	221	6

Grade 4: Aboriginal

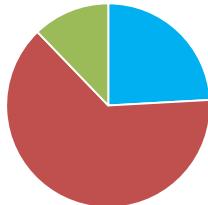


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-aboriginal

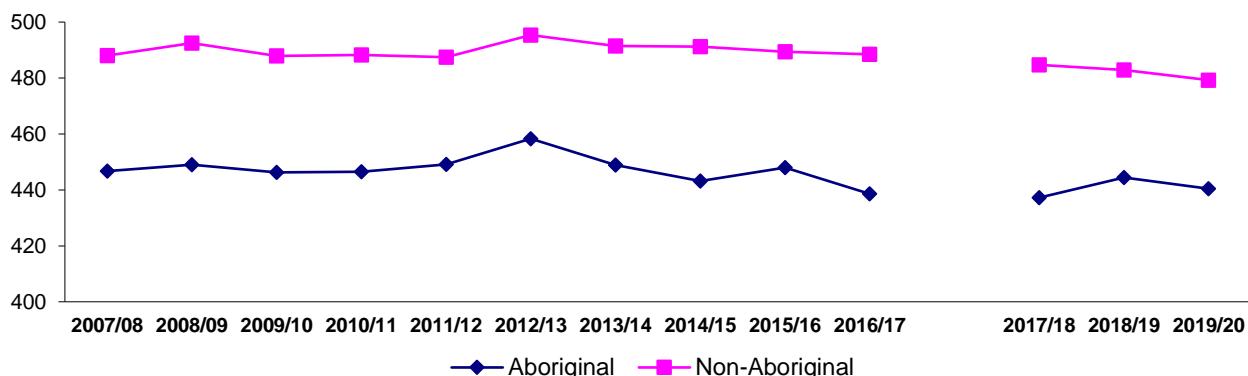
School Year	Writers Only	Participation	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	26,649	78	4,820	18	18,572	70	3,257	12
2016/17	26,916	75	4,841	18	18,934	70	3,141	12
			Emerging		On Track		Extending	
2017/18	26,771	75	5,723	21	17,216	64	3,832	14
2018/19	26,648	73	5,990	22	17,216	65	3,442	13
2019/20	26,101	73	6,299	24	16,617	64	3,185	12

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

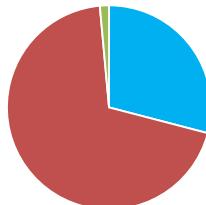
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GRADE 4: ABORIGINAL

School Year	Writers Only	Participation	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	3,541	74	1,200	34	2,265	64	76	2
2016/17	3,535	72	1,223	35	2,223	63	89	3
			Emerging		On Track		Extending	
2017/18	3,717	70	1,370	37	2,307	62	40	1
2018/19	3,607	69	718	20	2,829	78	60	2
2019/20	3,393	68	986	29	2,358	69	49	1

Grade 4: Aboriginal

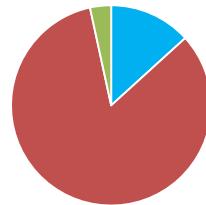


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-aboriginal

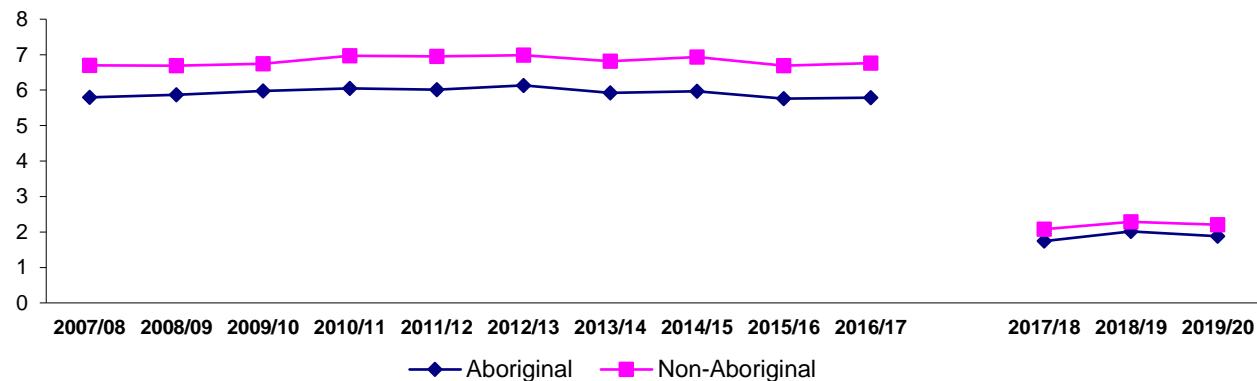
School Year	Writers Only	Participation	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	26,240	77	4,148	16	20,825	79	1,267	5
2016/17	26,430	73	4,243	16	20,691	78	1,496	6
			Emerging		On Track		Extending	
2017/18	25,516	72	5,146	20	19,478	76	892	3
2018/19	25,651	70	2,215	9	22,556	88	880	3
2019/20	25,044	70	3,320	13	20,872	83	852	3

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Score - Grade 4 Writing



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

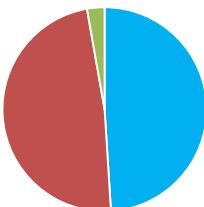
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GRADE 4: ABORIGINAL

School Year	Writers Only	Participation	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	3,602	76	1,437	40	2,049	57	116	3
2016/17	3,583	73	1,613	45	1,887	53	83	2
			Emerging		On Track		Extending	
2017/18	4,033	75	2,159	54	1,785	44	89	2
2018/19	3,829	74	1,988	52	1,750	46	91	2
2019/20	3,651	73	1,789	49	1,761	48	101	3

Grade 4: Aboriginal

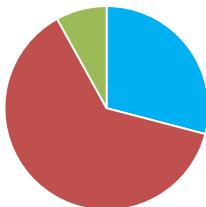


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-aboriginal

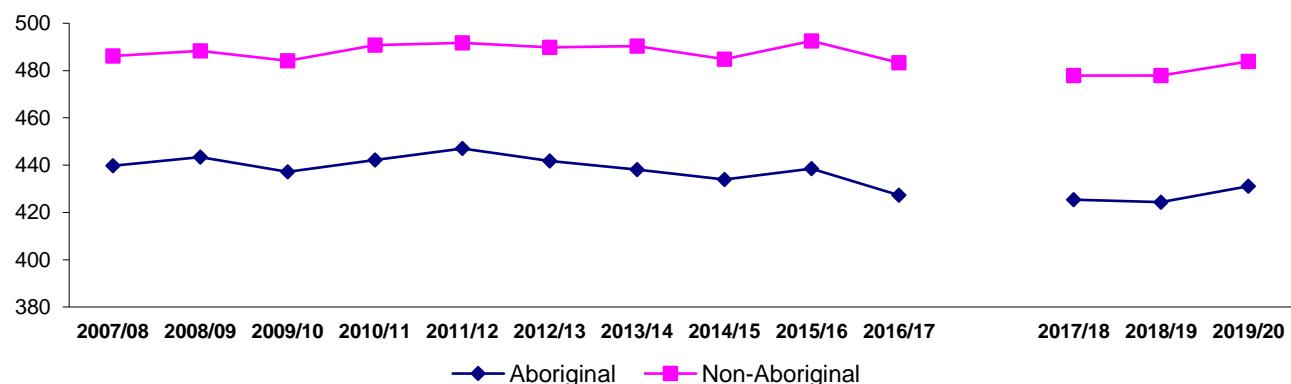
School Year	Writers Only	Participation	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	26,583	78	5,159	19	18,559	70	2,865	11
2016/17	26,818	74	6,039	23	18,379	69	2,400	9
			Emerging		On Track		Extending	
2017/18	26,748	75	8,391	31	16,499	62	1,858	7
2018/19	26,568	73	8,145	31	16,646	63	1,777	7
2019/20	26,032	72	7,569	29	16,368	63	2,095	8

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

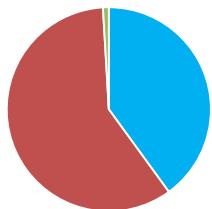
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA Description and Specifications page:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	3,681	74	1,519	41	1,982	54	180	5
2016/17	3,463	72	1,470	42	1,843	53	150	4
			Emerging		On Track		Extending	
2017/18	3,777	73	1,379	37	2,318	61	80	2
2018/19	3,805	72	1,465	39	2,286	60	54	1
2019/20	4,016	73	1,606	40	2,373	59	37	1

Grade 7: Aboriginal

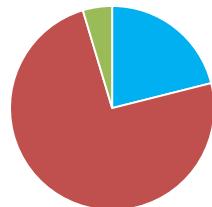


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-aboriginal

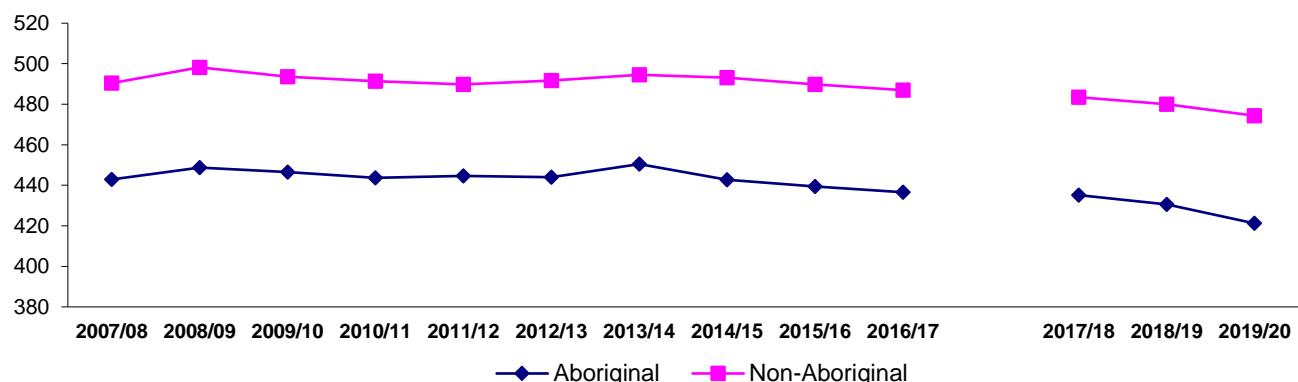
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	26,264	77	5,726	22	17,518	67	3,020	11
2016/17	25,818	75	6,236	24	16,420	64	3,162	12
			Emerging		On Track		Extending	
2017/18	25,545	74	5,052	20	18,881	74	1,612	6
2018/19	25,301	72	5,261	21	18,570	73	1,470	6
2019/20	26,803	72	5,647	21	19,912	74	1,244	5

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

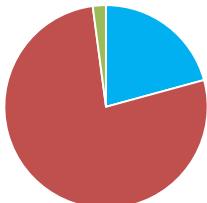
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https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	3,469	70	1,094	32	2,280	66	95	3
2016/17	3,281	68	1,100	34	2,069	63	112	3
			Emerging		On Track		Extending	
2017/18	3,409	66	602	18	2,715	80	92	3
2018/19	3,412	65	640	19	2,651	78	121	4
2019/20	3,632	66	754	21	2,802	77	76	2

Grade 7: Aboriginal

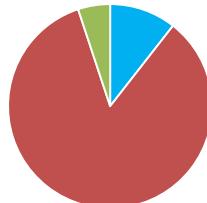


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-aboriginal

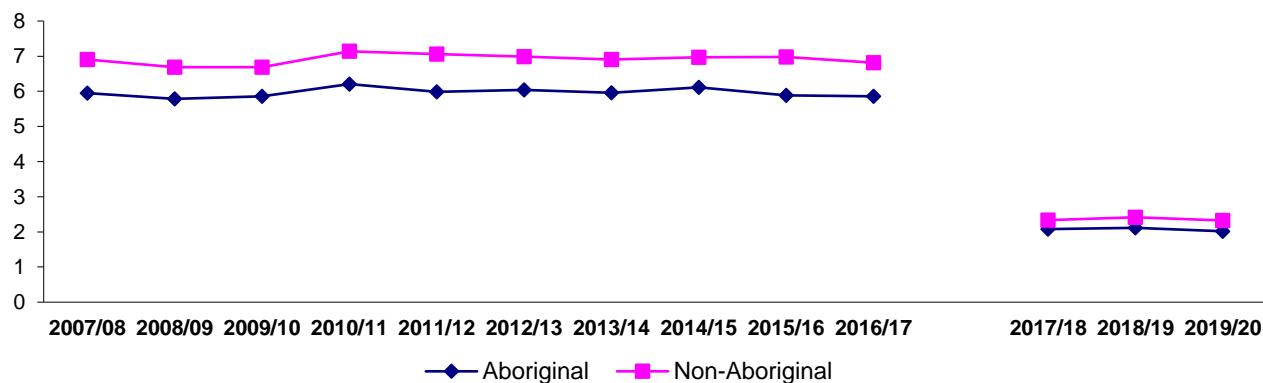
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	25,779	76	3,434	13	20,668	80	1,677	7
2016/17	25,250	73	3,867	15	19,805	78	1,578	6
			Emerging		On Track		Extending	
2017/18	24,255	70	1,890	8	21,276	88	1,089	4
2018/19	24,002	68	2,015	8	20,327	85	1,660	7
2019/20	25,444	68	2,685	11	21,465	84	1,294	5

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Score - Grade 7 Writing



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

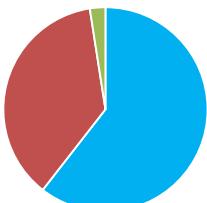
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https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	3,594	72	1,911	53	1,591	44	92	3
2016/17	3,409	71	1,860	55	1,461	43	88	3
			Emerging		On Track		Extending	
2017/18	3,775	73	2,205	58	1,458	39	112	3
2018/19	3,768	72	2,221	59	1,457	39	90	2
2019/20	3,985	73	2,412	61	1,475	37	98	2

Grade 7: Aboriginal

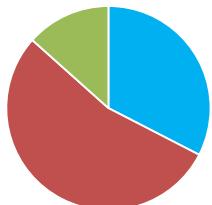


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-aboriginal

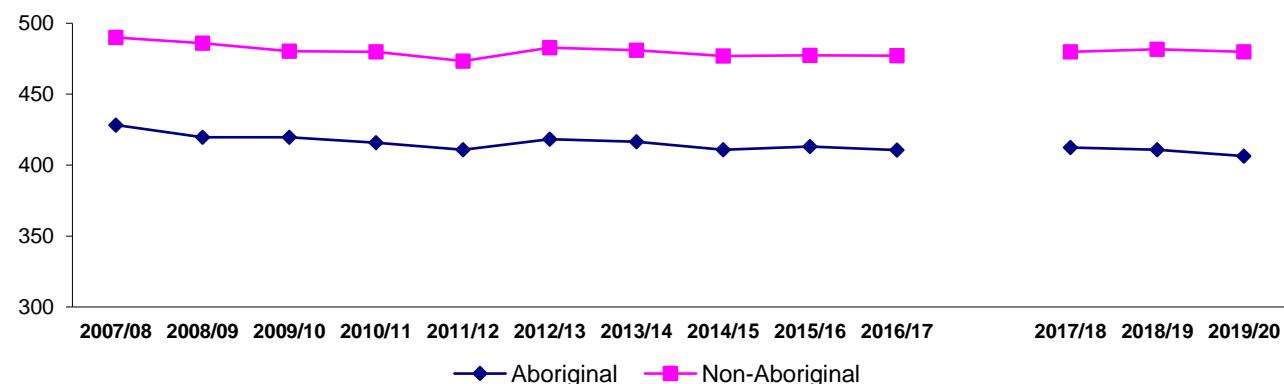
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	26,156	77	6,887	26	16,474	63	2,795	11
2016/17	25,762	75	7,137	28	15,703	61	2,922	11
			Emerging		On Track		Extending	
2017/18	25,512	74	7,971	31	14,631	57	2,910	11
2018/19	25,239	71	7,705	31	14,543	58	2,991	12
2019/20	26,726	71	8,702	33	14,445	54	3,579	13

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

B.C.'s assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 10, students are required to write cross-curricular assessments in Numeracy and Literacy.

The Grade 10 Numeracy Assessment is a provincial measure that assesses student proficiency in numeracy. The assessment focuses on the application of mathematical concepts learned across multiple subjects from Kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes: interpret, apply, solve, analyze and communicate. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/grade-10-numeracy-assessment>

2017/18 Grade 10 Numeracy

(includes Grade 10 first-time writers only)

School Year	Writers count	Participation		Emerging		Developing		Proficient		Extending	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	1,158	61		485	42	508	44	Msk	Msk	Msk	Msk
Non-Aboriginal	12,729	81		2,787	22	5,499	43	3,917	31	526	4

2018/19 Grade 10 Numeracy

(includes Grade 10 first-time writers only)

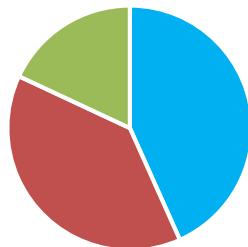
School Year	Writers count	Participation		Emerging		Developing		Proficient		Extending	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	1,905	66		897	47	805	42	Msk	Msk	Msk	Msk
Non-Aboriginal	20,082	81		4,975	25	8,987	45	5,390	27	730	4

2019/20 Grade 10 Numeracy

(includes Grade 10 first-time writers only)

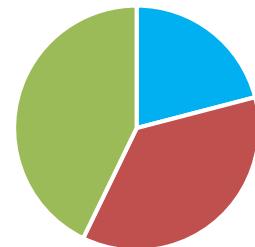
School Year	Writers count	Participation		Emerging		Developing		Proficient		Extending	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	1,829	43		792	43	707	39	307	17	23	1
Non-Aboriginal	18,505	53		3,876	21	6,707	36	6,808	37	1,114	6

Numeracy 2019/20: Aboriginal



■ Emerging ■ Developing ■ Proficient/Extending

Numeracy 2019/20: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient/Extending

Note:

These figures includes Grade 10 first-time writers only. Due to the Covid 19 pandemic, the April 2020 administration was cancelled, resulting in a significant percentage of students not participating in that year's assessment. Consequently, these students will be writing in the following school year(s), thereby impacting participation rates going forward.

The Ministry masking policy <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations> requires suppression of values below 10

in order to protect individual privacy. However, in order to avoid the masked number being easily calculated, the second-lowest number must also be masked. As such, a masked Graduation Assessment category means that either fewer than 10 learners are in that category, or that the category has the next-smallest number, and has been masked to protect the smallest cell size.

GRADE 10 LITERACY ASSESSMENT

B.C.'s assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 10, students are required to write cross-curricular assessments in Numeracy and Literacy.

The Grade 10 Literacy Assessment is a new provincial measure that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It assesses a student's ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. For further information, please visit:

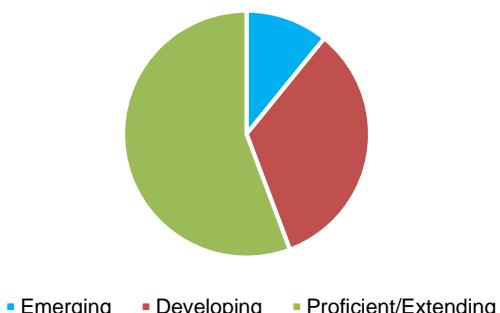
<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-10-literacy-assessment>

2019/20 Grade 10 Literacy

(includes Grade 10 first-time writers only)

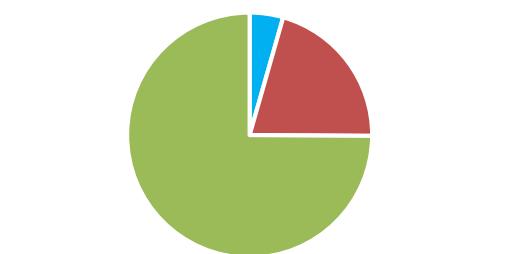
School Year	Writers count	Participation		Emerging		Developing		Proficient		Extending	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2,082	44		226	11	696	33	1,097	53	63	3
Non-Aboriginal	20,352	56		900	4	4,209	21	12,988	64	2,255	11

Literacy 2019/20: Aboriginal



■ Emerging ■ Developing ■ Proficient/Extending

Literacy 2019/20: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient/Extending

Note:

These figures includes Grade 10 first-time writers only. Due to the Covid 19 pandemic, the April 2020 administration was cancelled, resulting in a significant percentage of students not participating in that year's assessment. Consequently, these students will be writing in the following school year(s), thereby impacting participation rates going forward.

The Ministry masking policy <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations> requires suppression of values below 10

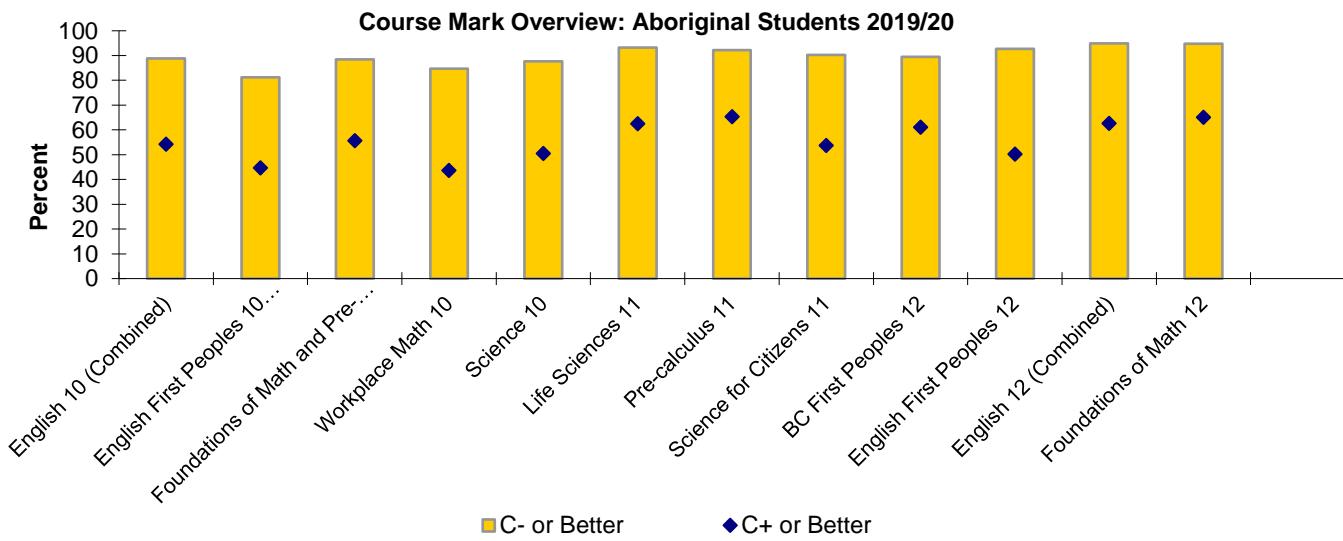
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COURSE MARK RESULTS 2019/20: OVERVIEW

British Columbia's redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are capable thinkers and communicators, and who are personally and socially competent in all areas of their lives.

When drafting curricula, the First Peoples Principles of Learning provided a crucial lens for teacher teams, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in curriculum in authentic and meaningful ways. Curriculum material was reviewed by Ministry staff as well as by Aboriginal teachers and other experts such as the First Nations Education Steering Committee (FNESC).

	Aboriginal				Non-Aboriginal			
	Course Mark Count #	C- or Better #	C- or Better %	C+ or Better #	C+ or Better %	Course Mark Count #	C- or Better #	C- or Better %
English 10 (Combined)	9,166	8,145	89	4,969	54	80,674	77,867	97
English First Peoples 10 (Combined)	828	673	81	370	45	1,219	1,173	96
Foundations of Math and Pre-calculus 10	2,548	2,253	88	1,417	56	31,919	30,198	95
Workplace Math 10	2,566	2,173	85	1,119	44	8,099	7,505	93
Science 10	4,712	4,129	88	2,377	50	38,844	37,299	96
Life Sciences 11	1,559	1,453	93	974	62	17,108	16,578	97
Pre-calculus 11	1,441	1,328	92	941	65	26,988	25,844	96
Science for Citizens 11	615	555	90	330	54	2,428	2,300	95
BC First Peoples 12	532	476	89	325	61	1,007	964	96
English First Peoples 12	464	430	93	233	50	715	694	97
English 12 (Combined)	4,013	3,809	95	2,513	63	40,948	40,038	98
Foundations of Math 12	407	386	95	265	65	5,051	4,835	96
Contemporary Indigenous Studies 12	109	94	86	57	52	102	96	94
							78	76



Note:

For combined courses (as marked), the course mark count will be greater than the student count.

English 10 (Combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.

English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

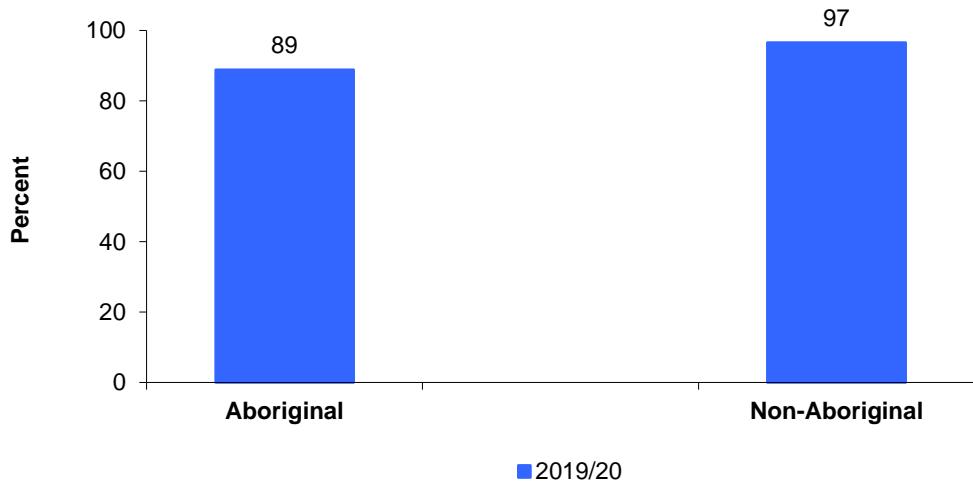
English 12 (Combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

COURSE MARKS: ENGLISH 10 (COMBINED)

		Aboriginal			Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better	
	#	#	%	#	%	#	#	%	#	%
2019/20	9,166	8,145	89	4,969	54	80,674	77,867	97	60,497	75

		Aboriginal			Non-Aboriginal			
School Year	Course Mark Count	Total Gr 10 Students *		Course Mark Count	Total Gr 10 Students *		Course Mark Count	
	#	#	#	#	#	#	#	
2019/20	9,166	5,710	7,901	1,265	80,674	40,683	70,736	9,938

English 10 (Combined): C- or Better



Note:

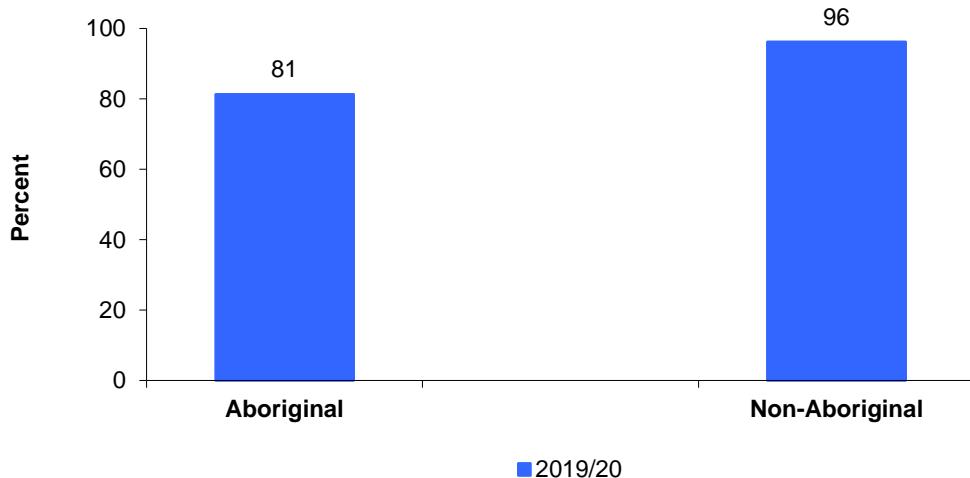
- * - Data represent only those students who are enrolled and in attendance in September or February of year indicated.
- English 10 (Combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.
- These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

School Year	Course Mark Count	Aboriginal				Non-Aboriginal						
		C- or Better		C+ or Better		C- or Better		C+ or Better				
		#	#	%	#	%	#	#	%			
2019/20	828	673	81		370	45	1,219	1,173	96		885	73

School Year	Course Mark Count	Aboriginal				Non-Aboriginal			
		Total Gr 10		Course Mark Count		Total Gr 10		Course Mark Count	
		Students *	#	Gr 10	Non-Gr 10	Students *	#	Gr 10	Non-Gr 10
2019/20	828	5,710		683	145	1,219	40,683	1,092	127

English First Peoples 10 (Combined): C- or Better



Note:

* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.
 English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

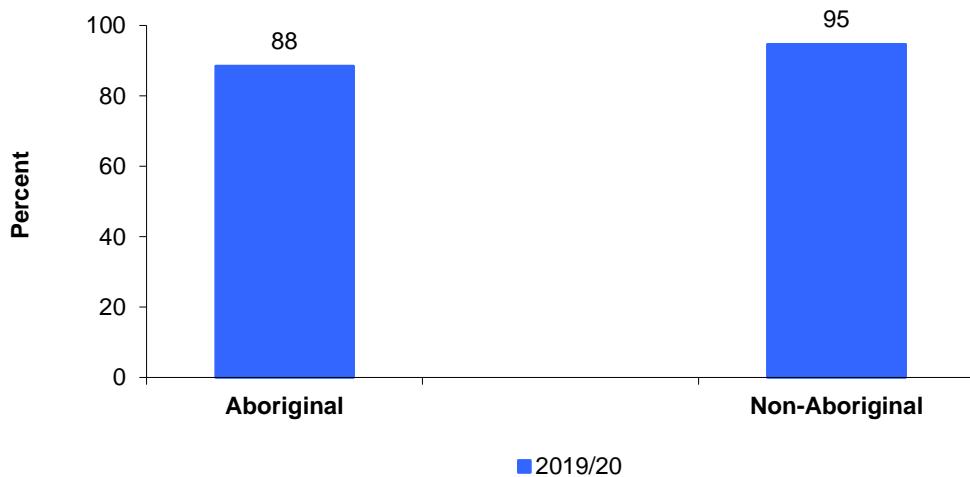
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

		Aboriginal			Non-Aboriginal				
School Year	Course Mark Count	C- or Better		C+ or Better	Course Mark Count	C- or Better		C+ or Better	
	#	#	%	#	#	%	#	#	%
2019/20	2,548	2,253	88	1,417	56		31,919	30,198	95
								22,593	71

		Aboriginal			Non-Aboriginal		
School Year	Course Mark Count	Total Gr 10 Students *		Course Mark Count	Total Gr 10 Students *		Course Mark Count
	#	#	#	#	#	#	#
2019/20	2,548	5,710	2,244	304	31,919	40,683	28,232
							3,687

Foundations of Math and Pre-calculus 10: C- or Better



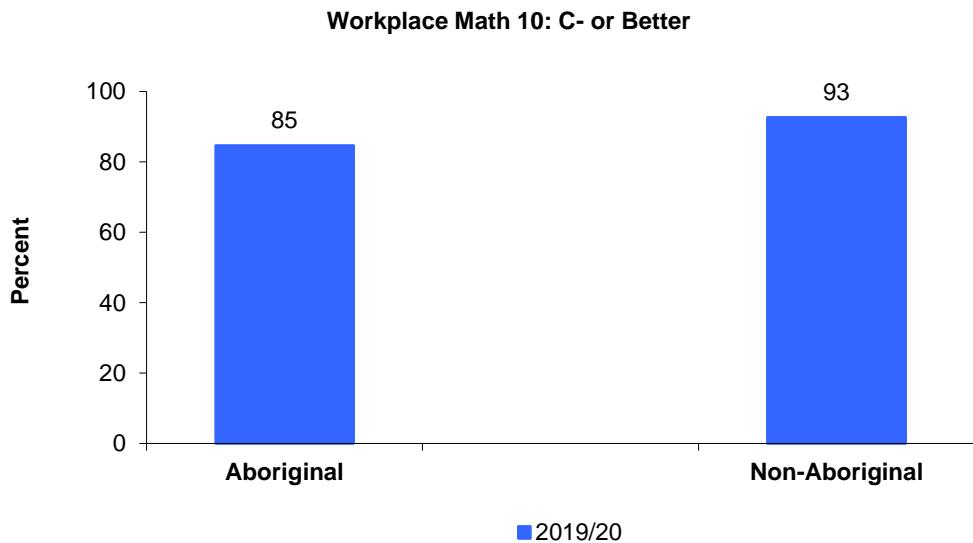
Note:

* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: WORKPLACE MATH 10

		Aboriginal			Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better	
	#	#	%	#	%	#	#	%	#	%
2019/20	2,566	2,173	85	1,119	44	8,099	7,505	93	4,544	56

		Aboriginal			Non-Aboriginal			
School Year	Course Mark Count	Total Gr 10 Students *		Course Mark Count	Total Gr 10 Students *		Course Mark Count	
	#	#	#	#	#	#	#	
2019/20	2,566	5,710	1,857	709	8,099	40,683	6,094	2,005



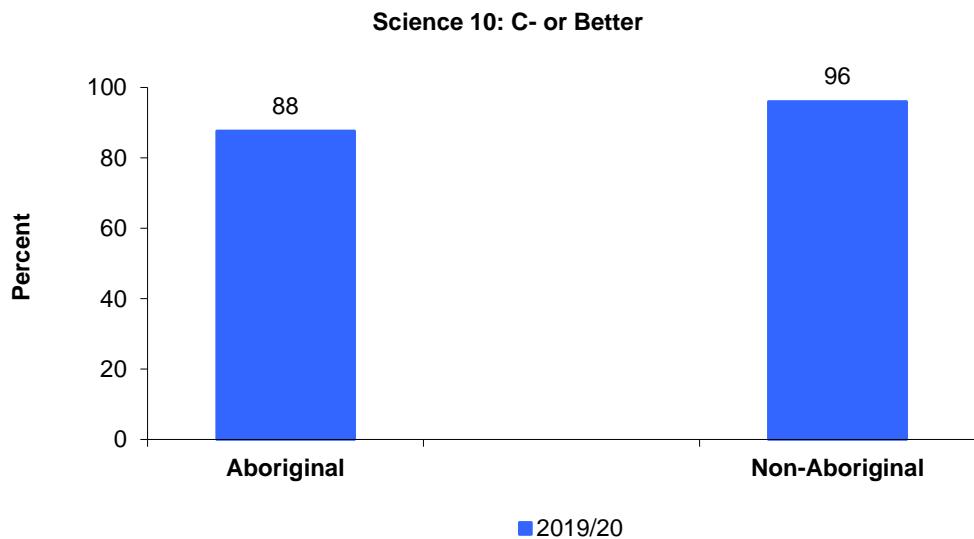
Note:

* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

		Aboriginal			Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better	Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	#	%	#	#	%	
2019/20	4,712	4,129	88	2,377	50	38,844	37,299	96	28,200	73

		Aboriginal			Non-Aboriginal			
School Year	Course Mark Count	Total Gr 10 Students *		Course Mark Count	Course Mark Count	Total Gr 10 Students *	Course Mark Count	
	#	#	#	#	#	#	#	
2019/20	4,712	5,710	4,042	670	38,844	40,683	35,191	3,653



Note:

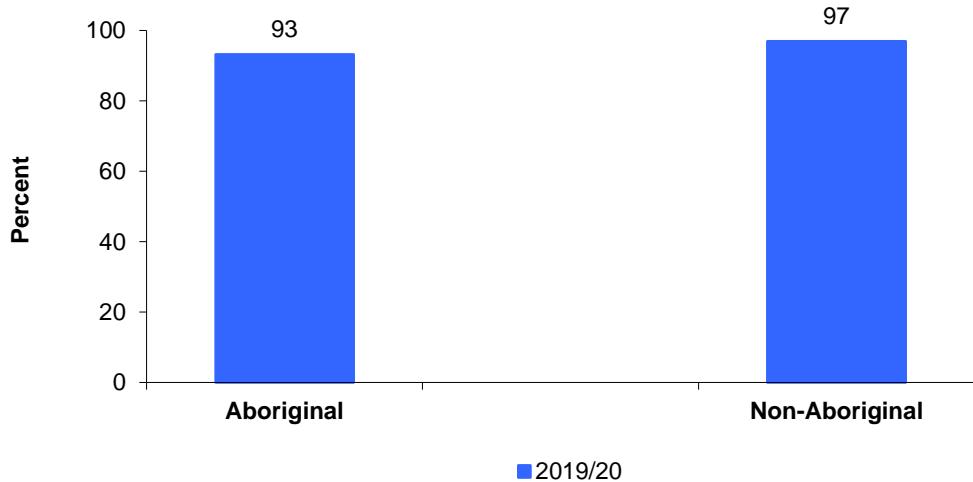
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

		Aboriginal			Non-Aboriginal							
School Year	Course Mark Count	C- or Better		C+ or Better	Course Mark Count	C- or Better		C+ or Better				
	#	#	%	#	#	%	#	#	%			
2019/20	1,559	1,453	93	974	62		17,108	16,578	97		13,411	78

		Aboriginal			Non-Aboriginal			
School Year	Course Mark Count	Total Gr 11 Students *			Total Gr 11 Students *			
	#	#	#	#	#	#	#	
2019/20	1,559	5,981	1,333	226	17,108	42,445	14,231	2,877

Life Sciences 11: C- or Better



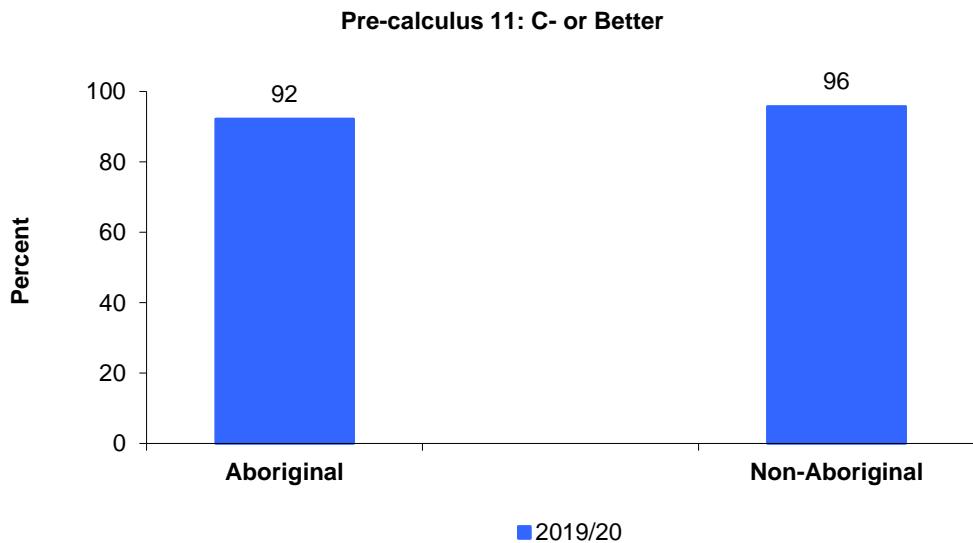
Note:

* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

		Aboriginal			Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better	
	#	#	%	#	%	#	#	%	#	%
2019/20	1,441	1,328	92	941	65	26,988	25,844	96	21,191	79

		Aboriginal			Non-Aboriginal			
School Year	Course Mark Count	Total Gr 11 Students *		Course Mark Count	Total Gr 11 Students *		Course Mark Count	
	#	#	#	#	#	#	#	
2019/20	1,441	5,981	1,181	260	26,988	42,445	19,954	7,034



Note:

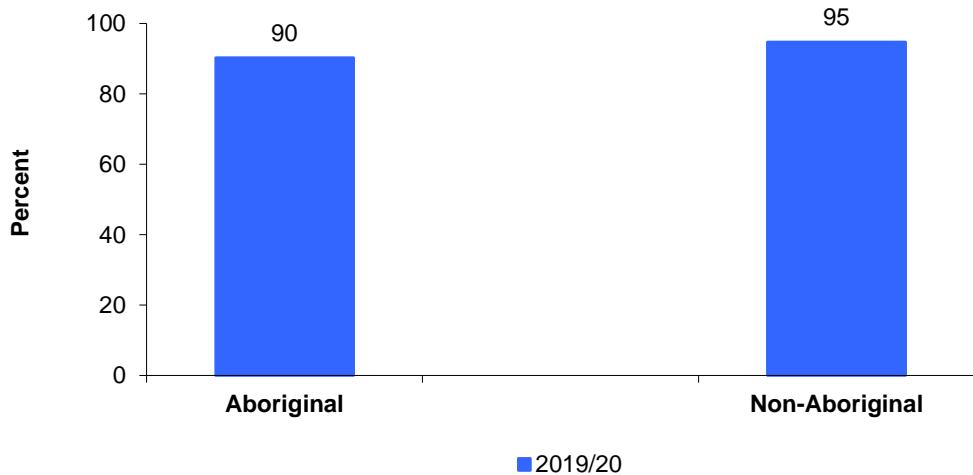
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE FOR CITIZENS 11

School Year	Course Mark Count	Aboriginal						Non-Aboriginal					
		C- or Better			C+ or Better			C- or Better			C+ or Better		
		#	#	%	#	#	%	#	#	%	#	#	%
2019/20	615	555	90		330	54		2,428	2,300	95	1,516	62	

School Year	Course Mark Count	Aboriginal						Non-Aboriginal					
		Total Gr 11			Course Mark Count			Total Gr 11			Course Mark Count		
		#	#	Students *	#	#	Gr 11 Non-Gr 11	#	#	Students *	#	#	Gr 11 Non-Gr 11
2019/20	615	5,981			392	223		2,428	42,445		1,637	791	

Science for Citizens 11: C- or Better



Note:

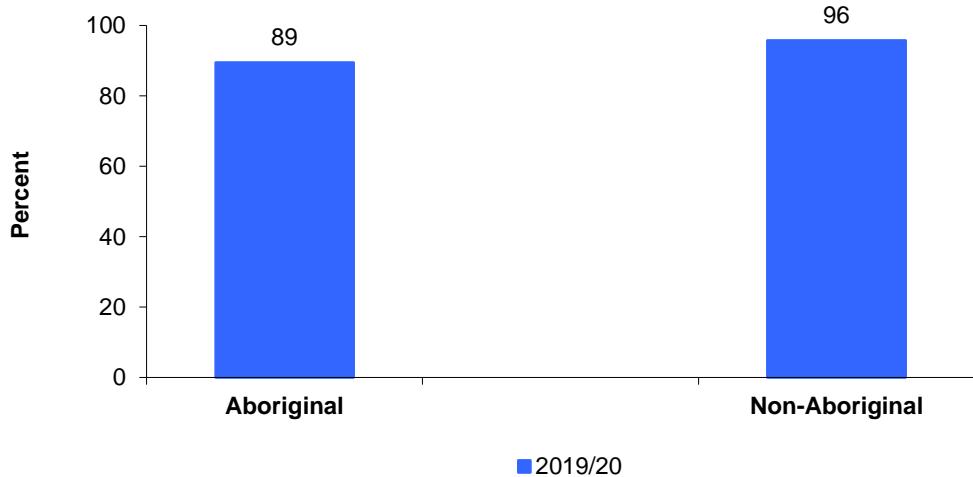
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: BC FIRST PEOPLES 12

School Year	Course Mark Count	Aboriginal				Non-Aboriginal			
		C- or Better		C+ or Better		C- or Better		C+ or Better	
		#	#	%	#	%	#	#	%
2019/20	532	476	89		325	61	1,007	964	96
								748	74

School Year	Course Mark Count	Aboriginal				Non-Aboriginal			
		Total Gr 12		Course Mark Count		Total Gr 12		Course Mark Count	
		Students *	#	Gr 12	Non-Gr 12	Students *	#	Gr 12	Non-Gr 12
2019/20	532	7,034		269	263	1,007	50,541	534	473

BC First Peoples 12: C- or Better



Note:

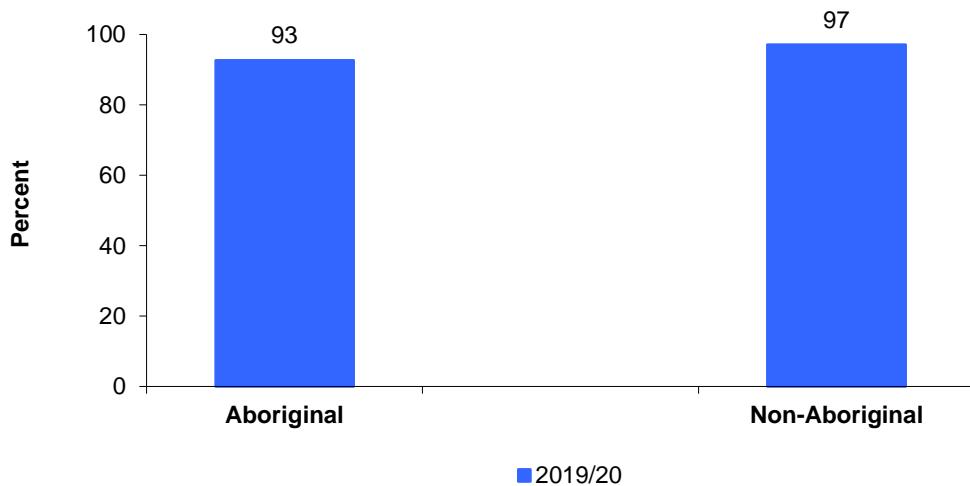
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

School Year	Course Mark Count	Aboriginal				Non-Aboriginal						
		C- or Better		C+ or Better		C- or Better		C+ or Better				
		#	#	%	#	%	#	#	%			
2019/20	464	430	93		233	50	715	694	97		551	77

School Year	Course Mark Count	Aboriginal				Non-Aboriginal			
		Total Gr 12		Course Mark Count		Total Gr 12		Course Mark Count	
		Students *	#	Gr 12	Non-Gr 12	Students *	#	Gr 12	Non-Gr 12
2019/20	464	7,034		427	37	715	50,541	674	41

English First Peoples 12: C- or Better



Note:

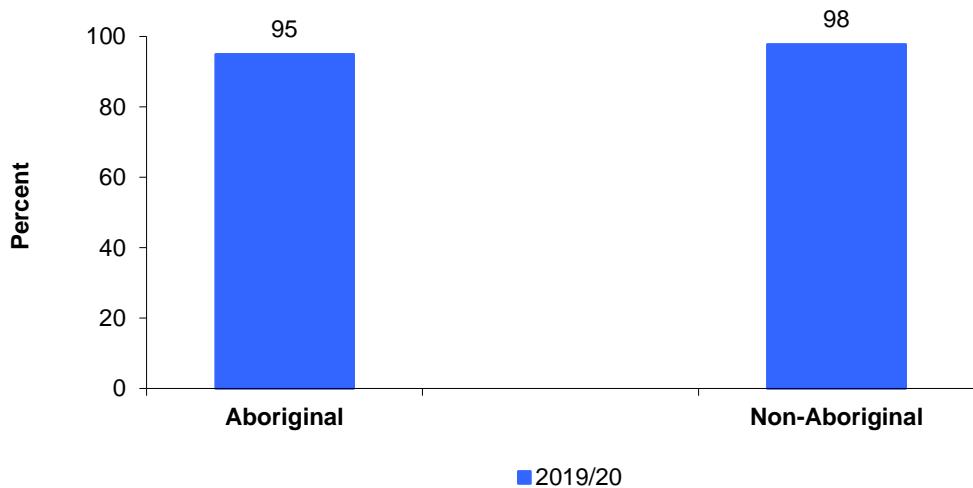
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH 12 (COMBINED)

		Aboriginal			Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better	Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	#	%	#	#	%	
2019/20	4,013	3,809	95	2,513	63	40,948	40,038	98	33,186	81

		Aboriginal			Non-Aboriginal			
School Year	Course Mark Count	Total Gr 12 Students *			Total Gr 12 Students *			
	#	#	#	#	#	#	#	
2019/20	4,013	7,034	3,549	464	40,948	50,541	37,026	3,922

English 12 (Combined): C- or Better



Note:

* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.
 English 12 (Combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

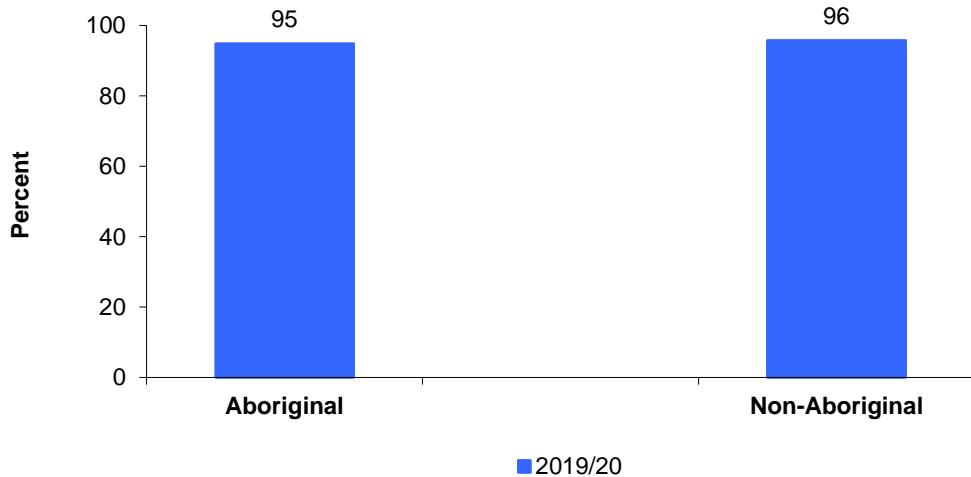
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: FOUNDATIONS OF MATH 12

School Year	Course Mark Count	Aboriginal						Non-Aboriginal					
		C- or Better			C+ or Better			C- or Better			C+ or Better		
		#	#	%	#	#	%	#	#	%	#	#	%
2019/20	407	386	95		265	65		5,051	4,835	96	3,610	71	

School Year	Course Mark Count	Aboriginal						Non-Aboriginal					
		Total Gr 12			Course Mark Count			Total Gr 12			Course Mark Count		
		#	#	Students *	#	#	Gr 12 Non-Gr 12	#	#	Students *	#	#	Gr 12 Non-Gr 12
2019/20	407	7,034			378	29		5,051	50,541		4,750	301	

Foundations of Math 12: C- or Better



Note:

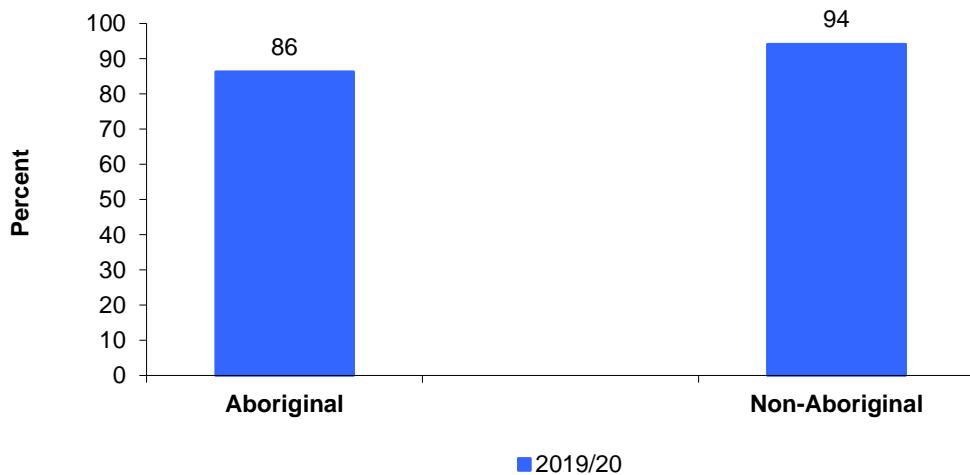
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

School Year	Course Mark Count	Aboriginal						Non-Aboriginal					
		C- or Better			C+ or Better			C- or Better			C+ or Better		
		#	#	%	#	#	%	#	#	%	#	#	%
2019/20	109	94	86		57	52		102	96	94	78	76	

School Year	Course Mark Count	Aboriginal						Non-Aboriginal					
		Total Gr 12			Course Mark Count			Total Gr 12			Course Mark Count		
		#	#	Students *	#	#	Gr 12 Non-Gr 12	#	#	Students *	#	#	Gr 12 Non-Gr 12
2019/20	109	7,034	53	56	102	50,541	46	56					

Contemporary Indigenous Studies 12: C- or Better



Note:

* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

FIRST NATIONS LANGUAGES COURSES (GRADE 10 - 12) 2019/20: OVERVIEW

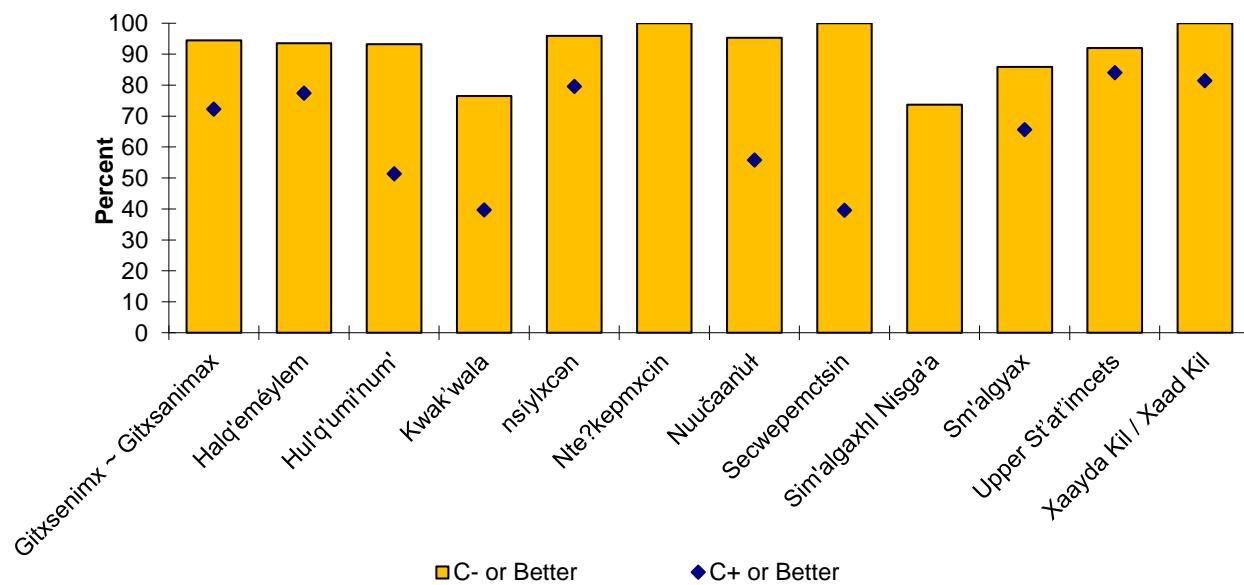
There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/languages-template/indigenous-languages>

There are currently 18 approved First Nations languages courses in B.C. Courses where no students were enrolled during the 2019/20 school year are omitted from the following language listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

	Course Mark Count	Aboriginal				Non-Aboriginal			
		C- or Better		C+ or Better		Course Mark Count		C- or Better	
		#	#	%	#	#	#	%	#
Gitxsenimx ~ Gitxanimax	36	34	94	26	72	-	-	-	-
Halq'éméylem	31	29	94	24	77	Msk	Msk	Msk	Msk
Hul'q'umi'num'	74	69	93	38	51	11	11	100	Msk
Kwak'wala	68	52	76	27	40	Msk	Msk	Msk	Msk
nsíylxcən	49	47	96	39	80	Msk	Msk	Msk	Msk
Nteʔkepmxcin	18	19	100	Msk	Msk	Msk	Msk	Msk	0
Nuučaañuł	43	41	95	24	56	Msk	Msk	Msk	Msk
Secwepemctsin	43	43	100	17	40	Msk	Msk	Msk	Msk
Sim'algaxhl Nisga'a	19	14	74	Msk	Msk	-	-	-	-
Sm'algyax	64	55	86	42	66	Msk	Msk	Msk	Msk
Upper St'at'imcets	25	23	92	21	84	-	-	-	-
Xaayda Kil / Xaad Kil	27	27	100	22	81	Msk	Msk	Msk	Msk

First Nations Languages Courses for Aboriginal Students, 2019/20



Note:

' - ' represents No data

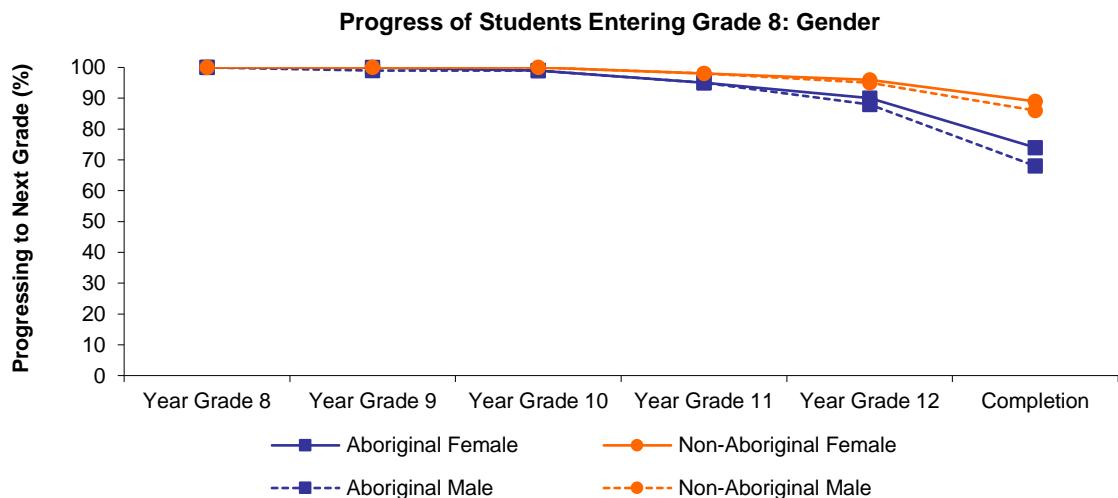
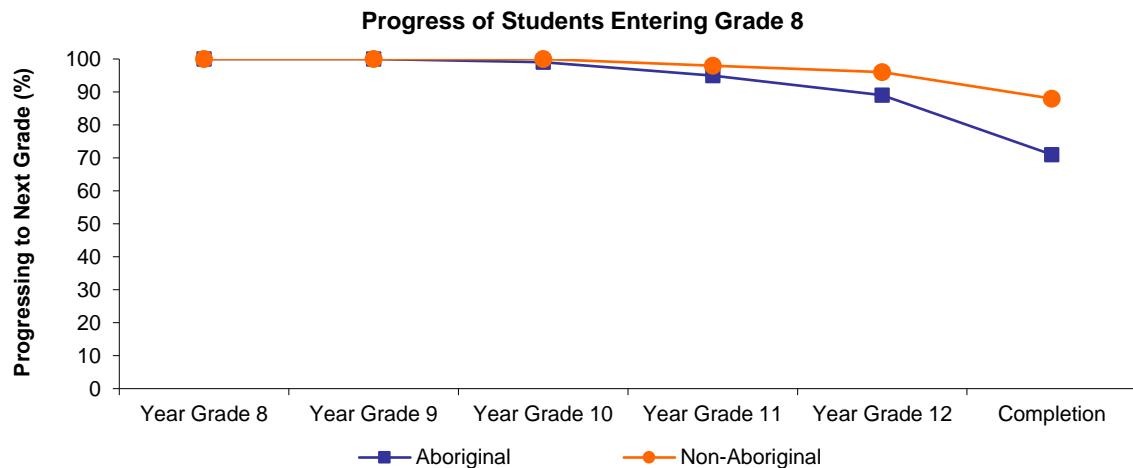
The First Nations languages in this report are listed as they are represented in Integrated Resource Packages submitted to the Ministry of Education for curriculum approval. The Ministry acknowledges that the spelling for these languages may not reflect how a First Nation currently represents their language.

PROGRESS OF STUDENTS ENTERING GRADE 8

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any B.C. Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2014

		Aboriginal			Non-Aboriginal		
School Year	Year	All Students %	Female %	Male %	All Students %	Female %	Male %
2014/15	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	99	100	100	100
	Grade 10	99	99	99	100	100	100
	Grade 11	95	95	95	98	98	98
	Grade 12	89	90	88	96	96	95
	Completion	71	74	68	88	89	86



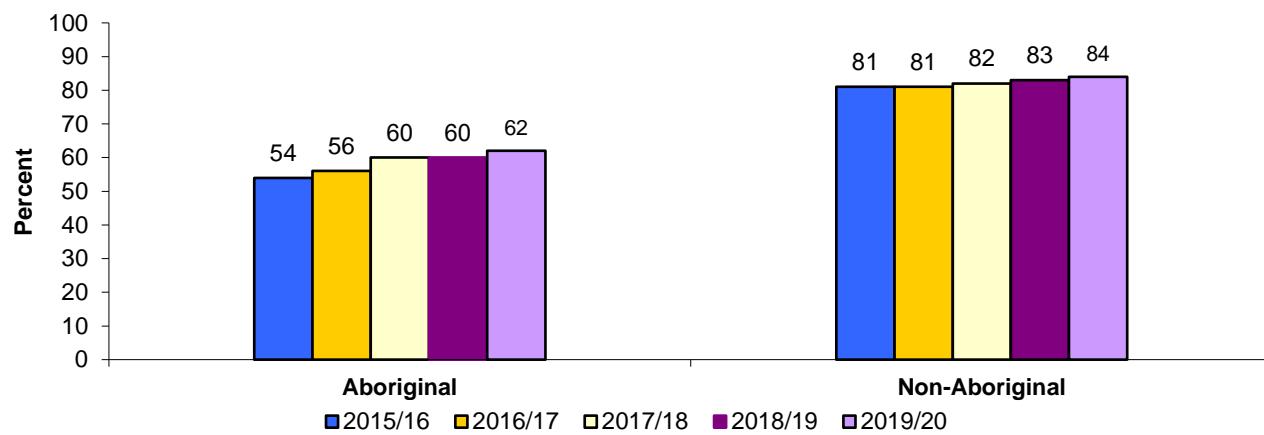
FIVE-YEAR COMPLETION RATE, 2015/16 - 2019/20

The five-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation within 5 years, adjusted for outmigration. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

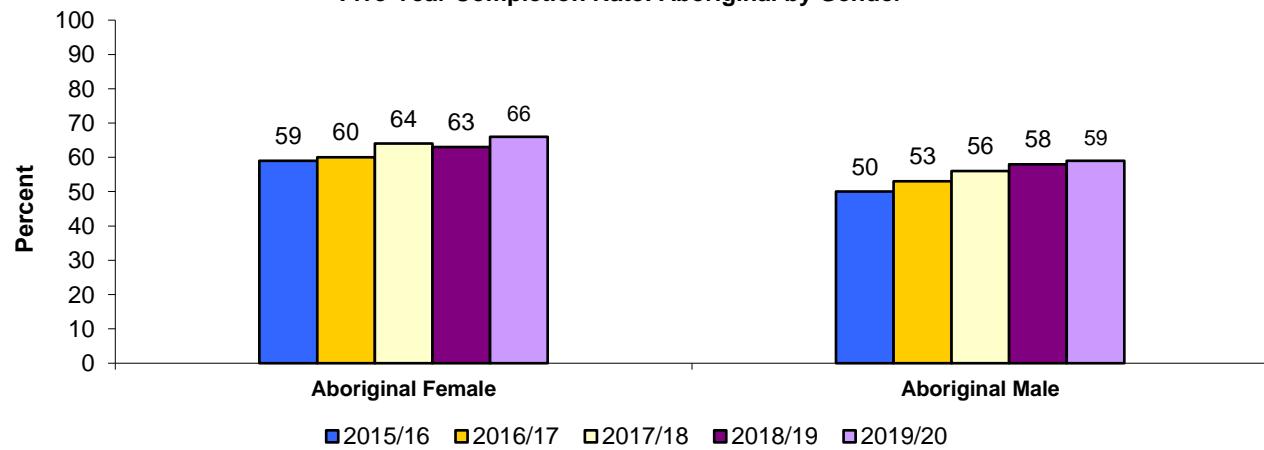
FIVE-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	54	59	50	81	84	78
2016/17	56	60	53	81	84	78
2017/18	60	64	56	82	84	80
2018/19	60	63	58	83	85	80
2019/20	62	66	59	84	86	82

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



* When the five-year rate is reported, numbers for prior school years are not updated (Page 35).

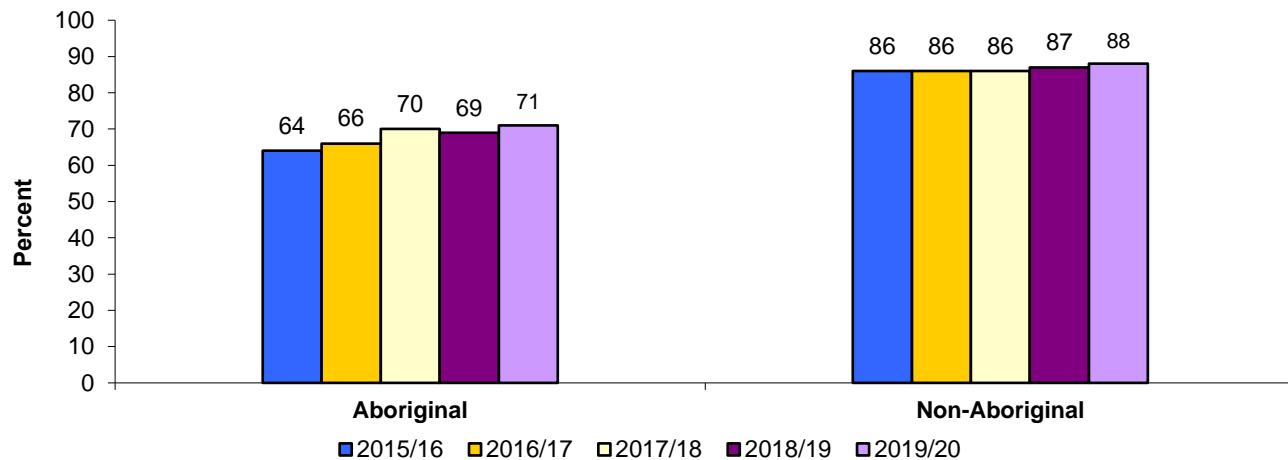
SIX-YEAR COMPLETION RATE, 2015/16 - 2019/20

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation within 6 years, adjusted for outmigration. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

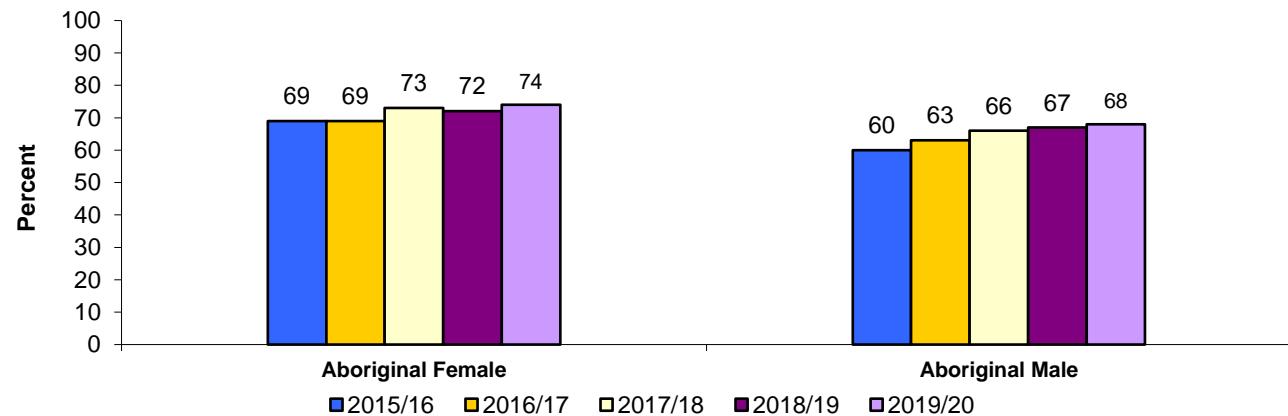
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	64	69	60	86	88	84
2016/17	66	69	63	86	88	84
2017/18	70	73	66	86	88	85
2018/19	69	72	67	87	89	85
2019/20	71	74	68	88	89	86

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



* When the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).

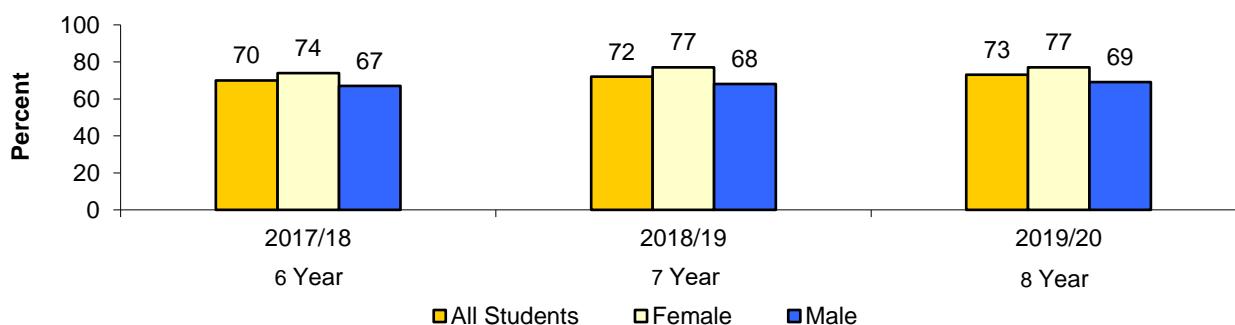
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2013/14 and 2014/15 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

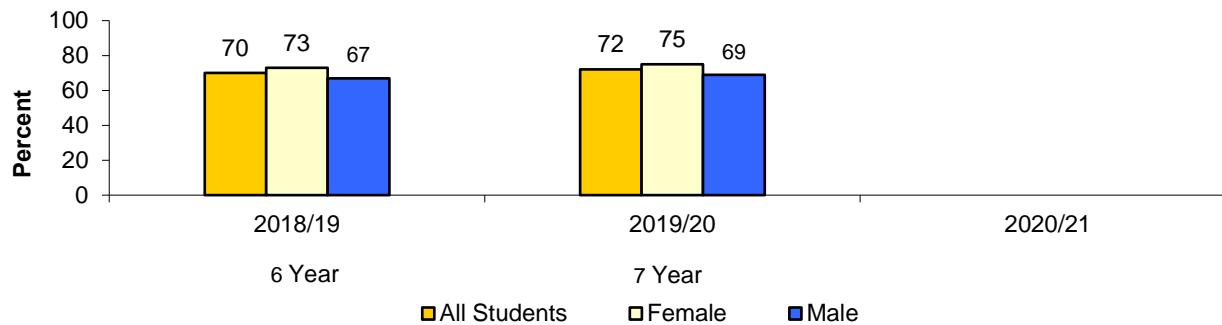
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2012/13	70	74	67	72	77	68	73	77	69
2013/14	70	73	67	72	75	69	-	-	-
2014/15	71	74	68	-	-	-	-	-	-

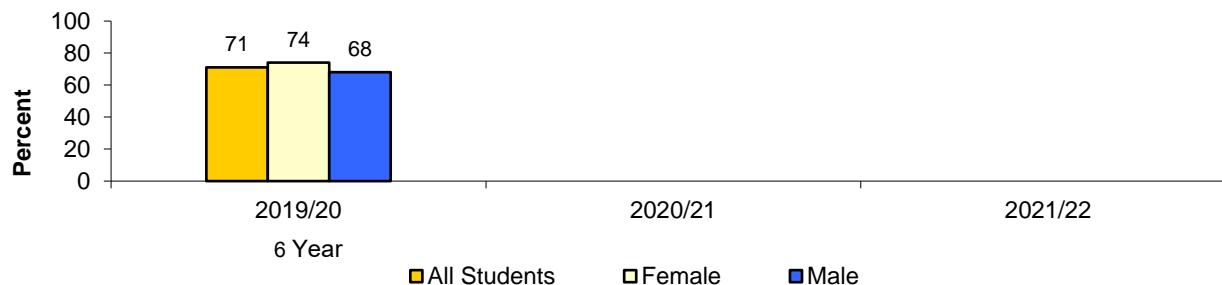
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2012/13 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2013/14 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2014/15 Cohort



* When the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

The School Completion Certificate ("Evergreen" Certificate) was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen" Certificate)

Aboriginal			Non-Aboriginal							
School Year	September Gr 12 Students	BC School Completion Certificate	September Gr 12 Students	BC School Completion Certificate	#	#	%	#	#	%
2015/16	6,187	283	5	47,932	649	1				
2016/17	6,237	224	4	47,576	533	1				
2017/18	6,303	227	4	48,113	508	1				
2018/19	6,196	195	3	47,388	477	1				
2019/20	6,490	229	4	47,772	483	1				

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

Aboriginal			Non-Aboriginal							
School Year	September Gr 12 Students	BC Certificate of Graduation	September Gr 12 Students	BC Certificate of Graduation	#	#	%	#	#	%
2015/16	6,187	3,149	51	47,932	35,626	74				
2016/17	6,237	3,234	52	47,576	35,438	74				
2017/18	6,303	3,292	52	48,113	35,907	75				
2018/19	6,196	3,283	53	47,388	35,650	75				
2019/20	6,490	3,376	52	47,772	35,134	74				

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)*

Aboriginal			Non-Aboriginal		
School Year	September Gr 12 Students	BC Adult Graduation Diploma	September Gr 12 Students	BC Adult Graduation Diploma	#
2015/16	6,187	723	47,932	2,318	
2016/17	6,237	710	47,576	2,198	
2017/18	6,303	692	48,113	2,361	
2018/19	6,196	737	47,388	2,241	
2019/20	6,490	648	47,772	1,768	

Note:

* A proportion of Adult Dogwood recipients do not come from the Grade 12 cohort. Therefore, the percent column has been removed for this year's report. However, the Grade 12 cohort count has been retained to show relative scale of the populations.

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STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, some B.C. post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

[For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>](https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project)

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Community College							
	2014/15		2015/16		2016/17		2017/18		2018/19	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,783	100	592	15.6	241	6.4	123	3.3	58	1.5
Non-Aboriginal	38,565	100	6,191	16.1	1,616	4.2	631	1.6	424	1.1

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College							
	2014/15		2015/16		2016/17		2017/18		2018/19	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,052	100	200	6.6	79	2.6	54	1.8	57	1.9
Non-Aboriginal	22,625	100	1,084	4.8	319	1.4	191	0.8	160	0.7

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute							
	2014/15		2015/16		2016/17		2017/18		2018/19	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,783	100	72	1.9	38	1.0	30	0.8	24	0.6
Non-Aboriginal	38,565	100	1,243	3.2	513	1.3	252	0.7	164	0.4

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to an Institute							
	2014/15		2015/16		2016/17		2017/18		2018/19	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,052	100	35	1.1	27	0.9	10	0.3	16	0.5
Non-Aboriginal	22,625	100	339	1.5	126	0.6	84	0.4	45	0.2

Note:

Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, some B.C. post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Research-Intensive University									
	2014/15		2015/16		2016/17		2017/18		2018/19			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,783	100	200	5.3	23	0.6	Msk	Msk	Msk	Msk		
Non-Aboriginal	38,565	100	7,935	20.6	537	1.4	132	0.3	77	0.2		

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Research-Intensive University									
	2014/15		2015/16		2016/17		2017/18		2018/19			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,052	100	11	0.4	Msk	Msk	Msk	Msk	-	-		
Non-Aboriginal	22,625	100	78	0.3	34	0.2	25	0.1	18	0.1		

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Teaching-Intensive University									
	2014/15		2015/16		2016/17		2017/18		2018/19			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,783	100	381	10.1	116	3.1	58	1.5	32	0.8		
Non-Aboriginal	38,565	100	4,997	13.0	1,047	2.7	457	1.2	244	0.6		

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Teaching-Intensive University									
	2014/15		2015/16		2016/17		2017/18		2018/19			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	3,052	100	71	2.3	27	0.9	22	0.7	19	0.6		
Non-Aboriginal	22,625	100	423	1.9	123	0.5	86	0.4	58	0.3		

Note

Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

STUDENT LEARNING SURVEY RESULTS, 2015/16 - 2019/20

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

CAVEAT

With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the Ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

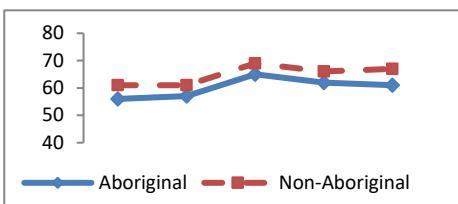
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

Report users should carefully compare any results after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

The suspension of in-class instruction from mid-March to the end of May 2020 under the direction of the Provincial Health Officer in response to the COVID-19 pandemic resulted in a reduced number of respondents for the 2019/20 Student Learning Survey administration.

STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

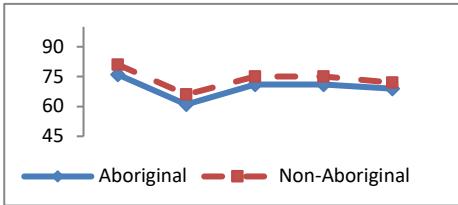
Do you like school?



School Year	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
		#	%		#	%
2015/16	3,656	2,058	56	24,284	14,869	61
2016/17	3,926	2,237	57	25,304	15,512	61
2017/18	3,974	2,587	65	25,053	17,298	69
2018/19	4,046	2,521	62	27,830	18,484	66
2019/20	2,748	1,670	61	19,011	12,732	67

Non-Aboriginal

Do adults in the school treat all students fairly?



Aboriginal

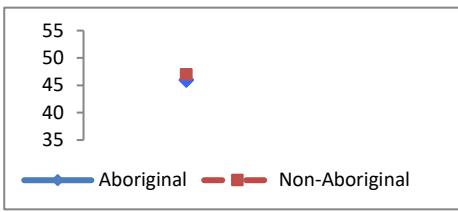
Do your teachers help you with your schoolwork when you need it?



School Year	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
		#	%		#	%
2015/16	3,761	2,475	66	24,563	17,174	70
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-

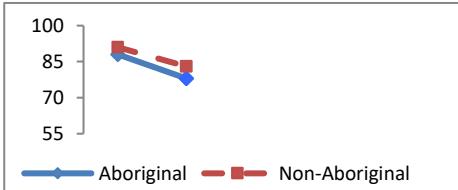
Non-Aboriginal

How many teachers help you with your schoolwork when you need it?



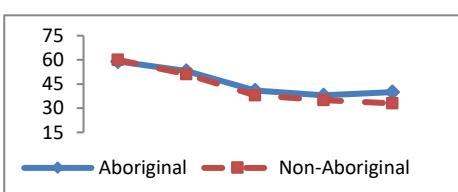
School Year	Gr 4 Respondents	All or many		Gr 4 Respondents	All or many	
		#	%		#	%
2015/16	-	-	-	-	-	-
2016/17	3,812	1,741	46	24,663	11,601	47
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
		#	%		#	%
2015/16	3,711	3,265	88	24,328	22,232	91
2016/17	3,717	2,897	78	24,468	20,265	83
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-

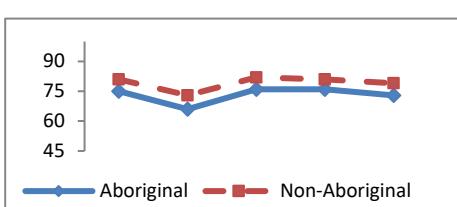
At school, are you being taught about Aboriginal peoples in Canada?/ Are you learning about First Peoples at school?



School Year	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
		#	%		#	%
2015/16	3,604	2,140	59	23,764	14,205	60
2016/17	3,797	2,011	53	24,912	12,752	51
2017/18	3,936	1,613	41	24,856	9,452	38
2018/19	3,987	1,524	38	27,586	9,600	35
2019/20	2,712	1,091	40	18,846	6,243	33

STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



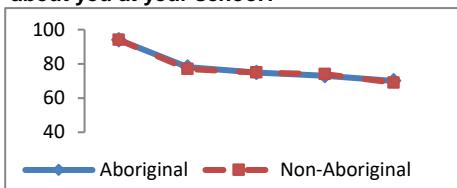
Aboriginal

Non-Aboriginal

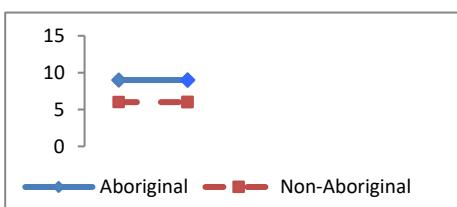
At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



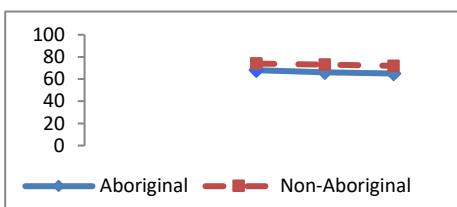
How many adults at your school care about you?/ How many adults do you think care about you at your school?



I would like to go to a different school.



I am happy at my school.



Gr 4 Respondents

All of the time or many times

Gr 4 Respondents

All of the time or many times

School Year	Gr 4 Respondents	All of the time or many times	Gr 4 Respondents	All of the time or many times
	#	# %	#	# %
2015/16	3,724	2,776 75	24,434	19,727 81
2016/17	4,089	2,689 66	24,543	17,957 73
2017/18	3,652	2,791 76	25,254	20,653 82
2018/19	3,783	2,859 76	27,935	22,690 81
2019/20	2,671	1,948 73	18,906	14,918 79

Gr 4 Respondents

All of the time or many times

Gr 4 Respondents

All of the time or many times

School Year	Gr 4 Respondents	All of the time or many times	Gr 4 Respondents	All of the time or many times
	#	# %	#	# %
2015/16	3,687	531 14	24,159	2,287 9
2016/17	4,077	657 16	24,523	2,818 11
2017/18	3,652	549 15	25,203	2,628 10
2018/19	3,771	531 14	27,928	2,844 10
2019/20	2,674	426 16	18,911	2,054 11

Gr 4 Respondents

Two adults or more

Gr 4 Respondents

Two adults or more

School Year	Gr 4 Respondents	Two adults or more	Gr 4 Respondents	Two adults or more
	#	# %	#	# %
2015/16	3,784	3,549 94	24,672	23,285 94
2016/17	3,938	3,062 78	25,338	19,500 77
2017/18	3,978	2,983 75	24,998	18,825 75
2018/19	4,042	2,942 73	27,793	20,469 74
2019/20	2,748	1,933 70	19,008	13,188 69

Gr 4 Respondents

All of the time or many times

Gr 4 Respondents

All of the time or many times

School Year	Gr 4 Respondents	All of the time or many times	Gr 4 Respondents	All of the time or many times
	#	# %	#	# %
2015/16	3,607	331 9	23,698	1,341 6
2016/17	3,929	335 9	25,282	1,443 6
2017/18	-	- -	-	- -
2018/19	-	- -	-	- -
2019/20	-	- -	-	- -

Gr 4 Respondents

All of the time or many times

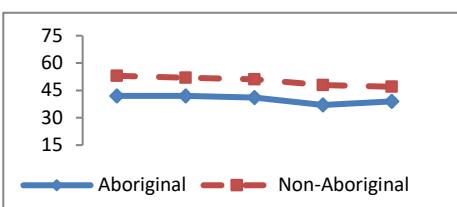
Gr 4 Respondents

All of the time or many times

School Year	Gr 4 Respondents	All of the time or many times	Gr 4 Respondents	All of the time or many times
	#	# %	#	# %
2015/16	-	- -	-	- -
2016/17	-	- -	-	- -
2017/18	3,982	2,718 68	24,976	18,477 74
2018/19	4,049	2,688 66	27,735	20,353 73
2019/20	2,756	1,784 65	18,944	13,629 72

STUDENT LEARNING SURVEY RESULTS, GRADE 7

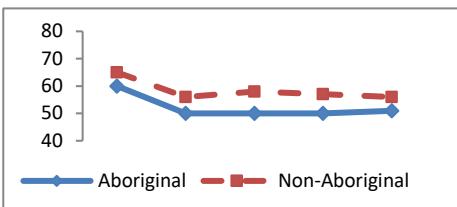
Do you like school?



Aboriginal

Non-Aboriginal

Do adults in the school treat all students fairly?



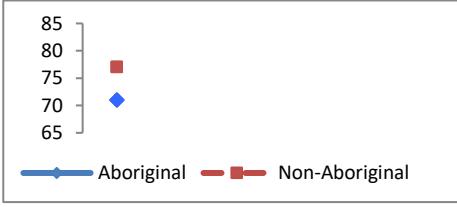
Gr 7 Respondents

%

Gr 7 Respondents

%

Do your teachers help you with your schoolwork when you need it?



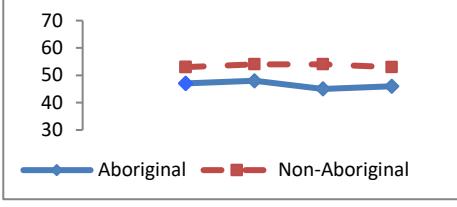
Gr 7 Respondents

%

Gr 7 Respondents

%

How many teachers help you with your schoolwork when you need it?



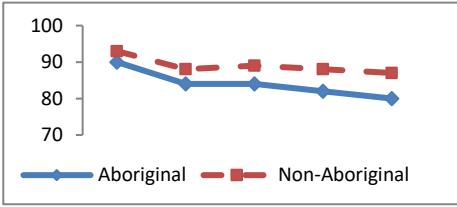
Gr 7 Respondents

%

Gr 7 Respondents

%

At school, do you respect people who are different from you (for example, think, act, or look different)?



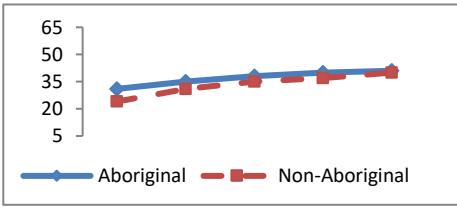
Gr 7 Respondents

%

Gr 7 Respondents

%

At school, are you being taught about Aboriginal peoples in Canada?



Gr 7 Respondents

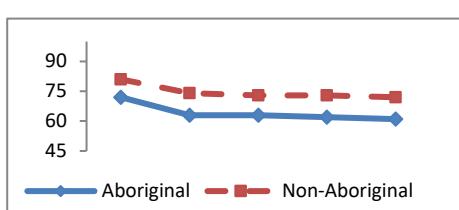
%

Gr 7 Respondents

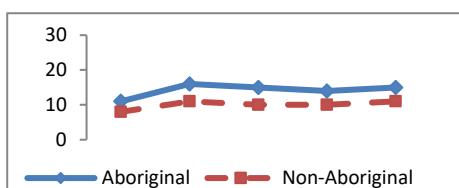
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STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

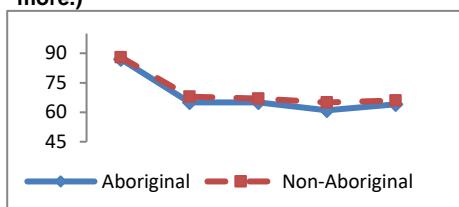
Do you feel safe at school?



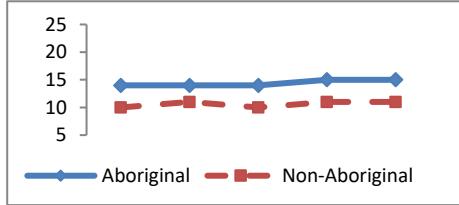
At school, are you bullied, teased, or picked on?



How many adults at your school care about you? (Percentage responding 2 adults or more.)



I would like to go to a different school.



Aboriginal

School Year	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
		#	%		#	%
2015/16	3,510	2,536	72	24,052	19,377	81
2016/17	3,848	2,421	63	23,996	17,650	74
2017/18	3,506	2,195	63	24,929	18,310	73
2018/19	3,729	2,328	62	26,691	19,565	73
2019/20	2,980	1,828	61	19,066	13,634	72

Non-Aboriginal

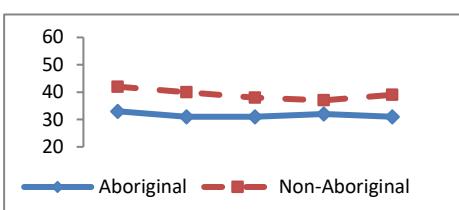
School Year	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
		#	%		#	%
2015/16	3,488	389	11	23,889	1,823	8
2016/17	3,846	634	16	23,999	2,609	11
2017/18	3,490	518	15	24,951	2,536	10
2018/19	3,720	519	14	26,699	2,683	10
2019/20	2,982	451	15	19,093	2,023	11

School Year	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
		#	%		#	%
2015/16	3,539	3,065	87	24,100	21,177	88
2016/17	3,653	2,371	65	24,569	16,734	68
2017/18	3,763	2,451	65	24,870	16,711	67
2018/19	3,905	2,400	61	26,677	17,456	65
2019/20	3,017	1,927	64	19,233	12,788	66

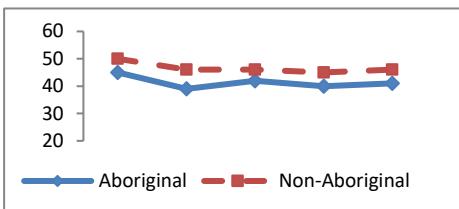
School Year	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
		#	%		#	%
2015/16	3,405	472	14	23,520	2,261	10
2016/17	3,650	519	14	24,528	2,678	11
2017/18	3,755	518	14	24,827	2,584	10
2018/19	3,896	601	15	26,637	2,938	11
2019/20	3,014	452	15	19,195	2,116	11

STUDENT LEARNING SURVEY RESULTS, GRADE 10

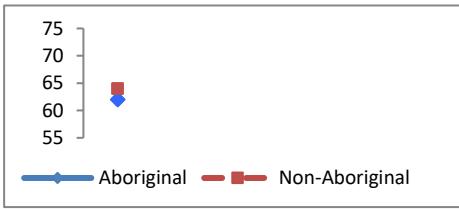
Do you like school?



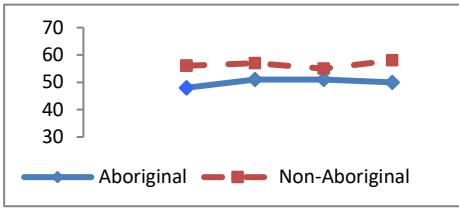
Do adults in the school treat all students fairly?



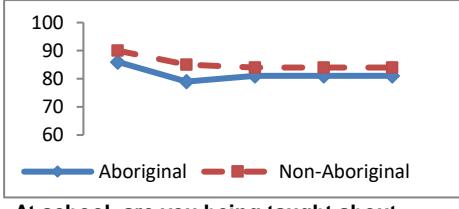
Do your teachers help you with your schoolwork when you need it?



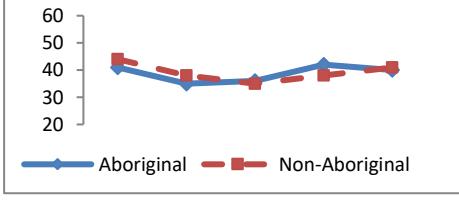
How many teachers help you with your schoolwork when you need it?



At school, do you respect people who are different from you (for example, think, act, or look different)?



At school, are you being taught about Aboriginal peoples in Canada?



Aboriginal

Non-Aboriginal

Do you like school?

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2015/16	2,968	986	33	22,191	9,236	42
2016/17	2,299	718	31	18,436	7,457	40
2017/18	2,550	800	31	18,151	6,957	38
2018/19	2,765	877	32	22,364	8,319	37
2019/20	1,873	578	31	16,802	6,529	39

Do adults in the school treat all students fairly?

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2015/16	2,916	1,323	45	21,654	10,733	50
2016/17	2,304	904	39	18,444	8,416	46
2017/18	2,556	1,077	42	18,195	8,353	46
2018/19	2,771	1,116	40	22,388	10,083	45
2019/20	1,874	762	41	16,817	7,707	46

Do your teachers help you with your schoolwork when you need it?

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2015/16	2,992	1,855	62	22,096	14,064	64
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-

How many teachers help you with your schoolwork when you need it?

School Year	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
		#	%		#	%
2015/16	-	-	-	-	-	-
2016/17	2,222	1,074	48	17,721	10,000	56
2017/18	2,495	1,260	51	17,496	9,976	57
2018/19	2,676	1,369	51	21,582	11,976	55
2019/20	1,824	904	50	16,184	9,366	58

At school, do you respect people who are different from you (for example, think, act, or look different)?

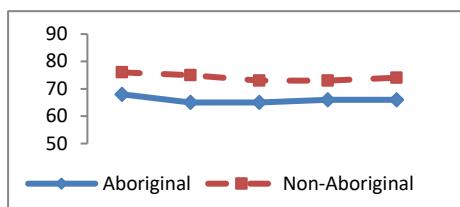
School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2015/16	2,927	2,518	86	21,817	19,599	90
2016/17	2,216	1,747	79	17,763	15,044	85
2017/18	2,488	2,014	81	17,679	14,843	84
2018/19	2,689	2,185	81	21,735	18,323	84
2019/20	1,820	1,481	81	16,342	13,780	84

At school, are you being taught about Aboriginal peoples in Canada?

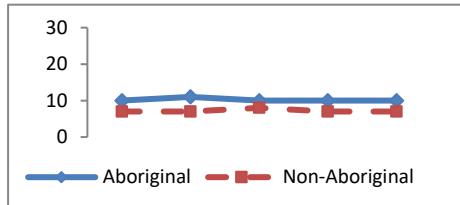
School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2015/16	2,928	1187	41	21672	9629	44
2016/17	2,255	788	35	18177	6971	38
2017/18	2,537	922	36	17918	6246	35
2018/19	2,731	1135	42	22013	8428	38
2019/20	1,853	736	40	16551	6815	41

STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

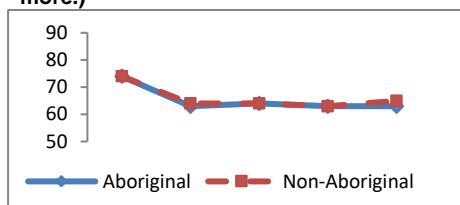
Do you feel safe at school?



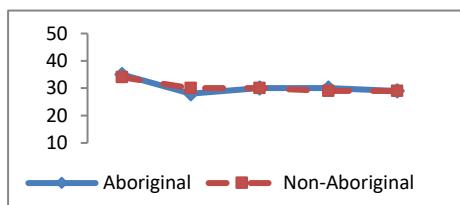
At school, are you bullied, teased, or picked on?



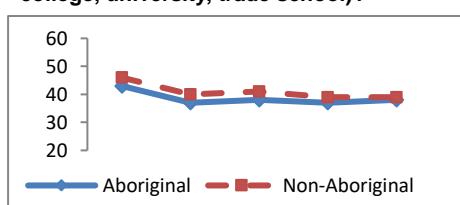
How many adults at your school care about you? (Percentage responding 2 adults or more.)



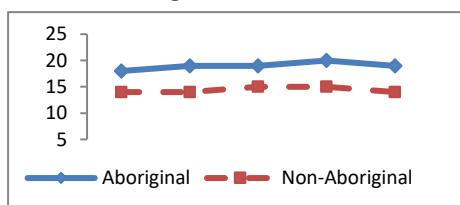
Are you satisfied that school is preparing you for a job in the future?



Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?



I would like to go to a different school.



Aboriginal

Non-Aboriginal

Do you feel safe at school?

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2015/16	2,922	2,000	68	21,925	16,628	76
2016/17	2,451	1,597	65	17,880	13,404	75
2017/18	2,440	1,590	65	18,107	13,184	73
2018/19	2,672	1,776	66	22,778	16,607	73
2019/20	1,837	1,220	66	16,636	12,288	74

At school, are you bullied, teased, or picked on?

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2015/16	2,931	296	10	21,842	1,475	7
2016/17	2,461	269	11	17,848	1,199	7
2017/18	2,438	253	10	18,115	1,412	8
2018/19	2,682	265	10	22,767	1,575	7
2019/20	1,836	188	10	16,625	1,233	7

How many adults at your school care about you? (Percentage responding 2 adults or more.)

School Year	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
		#	%		#	%
2015/16	2,981	2,217	74	22,142	16,428	74
2016/17	2,297	1,448	63	18,450	11,836	64
2017/18	2,554	1,646	64	18,191	11,647	64
2018/19	2,775	1,748	63	22,374	14,105	63
2019/20	1,878	1,182	63	16,805	10,998	65

Are you satisfied that school is preparing you for a job in the future?

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2015/16	2,937	1,015	35	21,691	7,377	34
2016/17	2,226	632	28	17,897	5,364	30
2017/18	2,510	754	30	17,745	5,383	30
2018/19	2,702	804	30	21,808	6,272	29
2019/20	1,825	535	29	16,387	4,705	29

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?

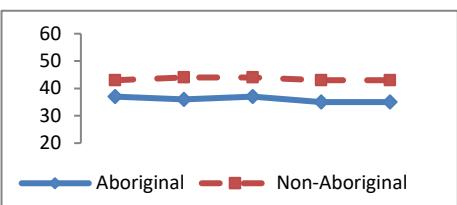
School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2015/16	2,917	1,256	43	21,750	10,027	46
2016/17	2,220	819	37	17,835	7,147	40
2017/18	2,499	939	38	17,717	7,191	41
2018/19	2,690	984	37	21,780	8,431	39
2019/20	1,833	702	38	16,362	6,422	39

I would like to go to a different school.

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
		#	%		#	%
2015/16	2,835	512	18	21,261	3,028	14
2016/17	2,295	436	19	18,429	2,580	14
2017/18	2,555	480	19	18,175	2,748	15
2018/19	2,762	545	20	22,349	3,423	15
2019/20	1,872	347	19	16,765	2,382	14

STUDENT LEARNING SURVEY RESULTS, GRADE 12

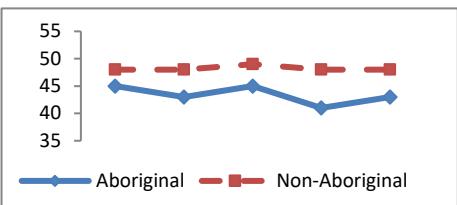
Do you like school?



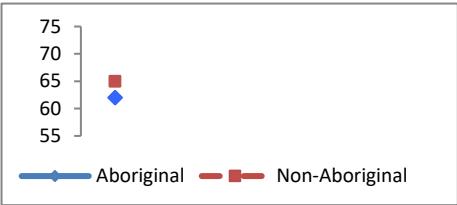
Aboriginal

Non-Aboriginal

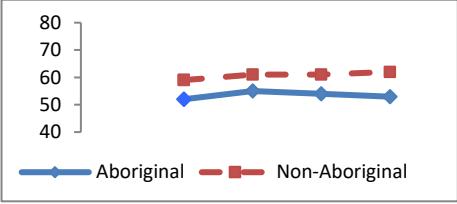
Do adults in the school treat all students fairly?



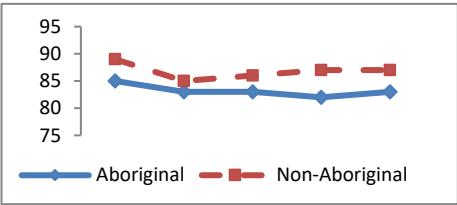
Do your teachers help you with your schoolwork when you need it?



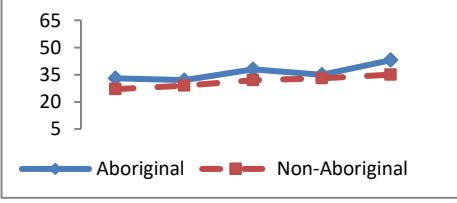
How many teachers help you with your schoolwork when you need it?



At school, do you respect people who are different from you (for example, think, act, or look different)?



At school, are you being taught about Aboriginal peoples in Canada?



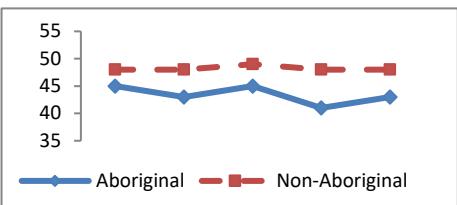
School Year	Gr 12 Respondents	All of the time or many times	
		#	%
2015/16	2,110	781	37
2016/17	1,396	506	36
2017/18	1,554	572	37
2018/19	1,725	603	35
2019/20	1,204	416	35

School Year	Gr 12 Respondents	All of the time or many times	
		#	%
2015/16	18,541	7,971	43
2016/17	14,418	6,336	44
2017/18	14,721	6,419	44
2018/19	18,214	7,746	43
2019/20	12,950	5,558	43

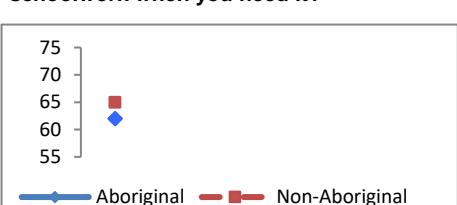
Do you like school?



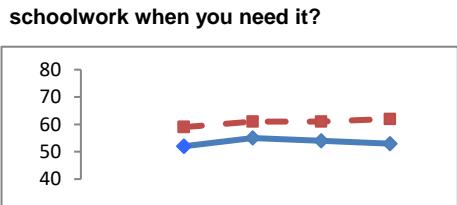
Do adults in the school treat all students fairly?



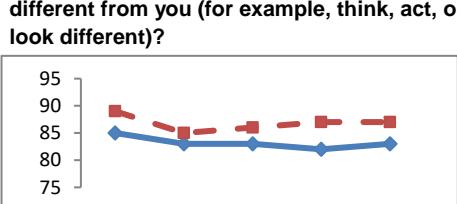
Do your teachers help you with your schoolwork when you need it?



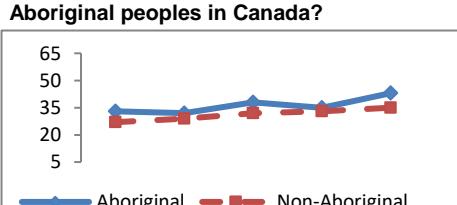
How many teachers help you with your schoolwork when you need it?



At school, do you respect people who are different from you (for example, think, act, or look different)?



At school, are you being taught about Aboriginal peoples in Canada?



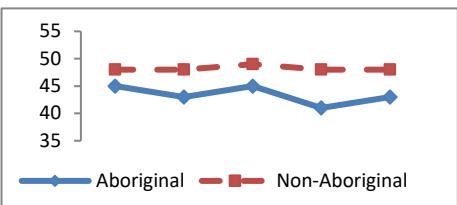
School Year	Gr 12 Respondents	All of the time or many times	
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2015/16	2,110	781	37
2016/17	1,396	506	36
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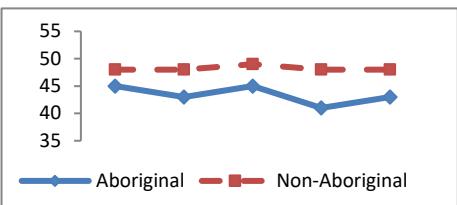
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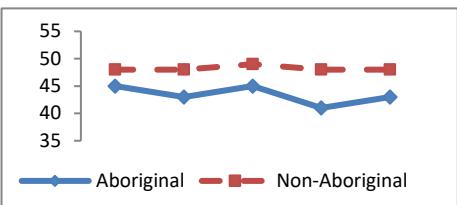
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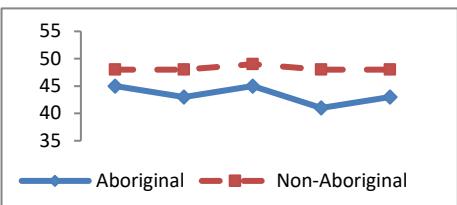
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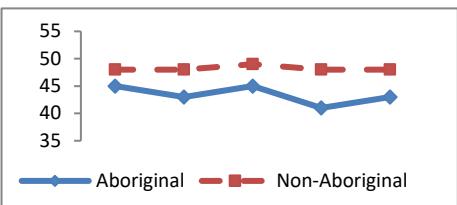
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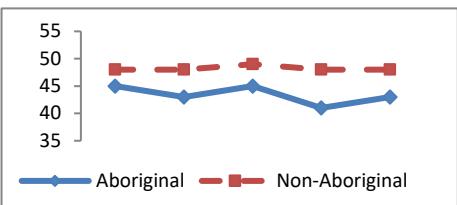
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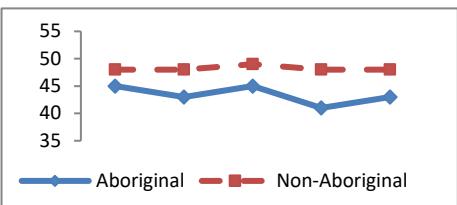
Do you like school?



Do adults in the school treat all students fairly?

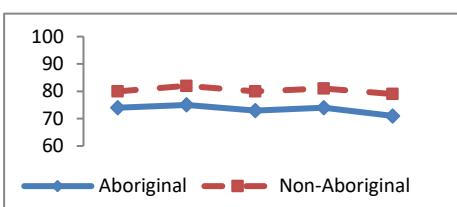


Do your teachers help you with your schoolwork when you need it?



STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

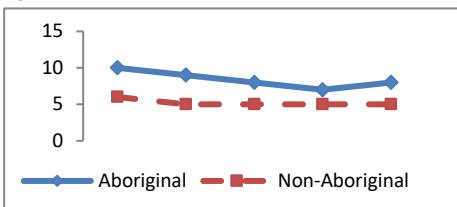
Do you feel safe at school?



Aboriginal

Non-Aboriginal

At school, are you bullied, teased, or picked on?

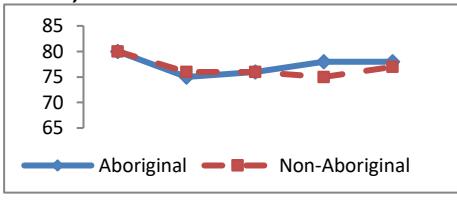


Gr 12 Respondents

Gr 12 Respondents

All of the time or many times

How many adults at your school care about you? (Percentage responding 2 adults or more.)

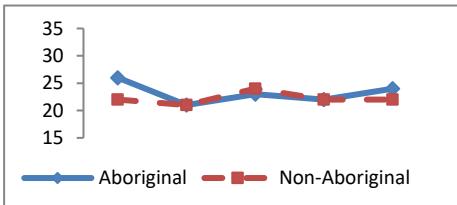


Gr 12 Respondents

Gr 12 Respondents

All of the time or many times

Are you satisfied that school is preparing you for a job in the future?

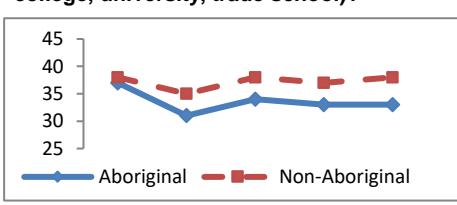


Gr 12 Respondents

Gr 12 Respondents

All of the time or many times

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?

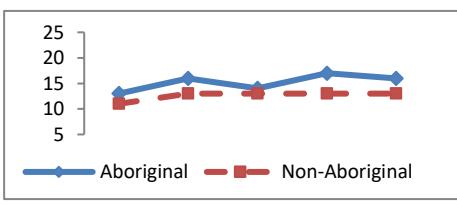


Gr 12 Respondents

Gr 12 Respondents

All of the time or many times

I would like to go to a different school.



Gr 12 Respondents

Gr 12 Respondents

All of the time or many times

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
Completion Rate	See Six-Year Completion Rate.
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.
Enrolment	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are working towards graduation. Registered homeschooled children are not included.
Course Mark	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Provincial Graduation Requirements.
Headcount	A count of unique individuals.
Hyphen	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years "in the future"), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry of Education reports or otherwise publicly releases aggregated data. For more information please refer to: https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations
Off-Reserve Aboriginal Student	Includes only Aboriginal students who live off a reserve and attend a B.C. public school.
On-Reserve Aboriginal Student	Includes only Aboriginal students who live on a reserve and attend a B.C. public school.
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.

Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Participation Rate (Graduation Assessment)	The number of first-time writers who responded successfully in the assessment, divided by the total number of students in that grade.
Performance (Foundation Skills Assessment)	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> • Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade • Meeting - met the accepted expectations for student's grade • Exceeding - exceeded the expectations for student's grade <p>In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are:</p> <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Performance (Graduation Assessment)	<p>Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results:</p> <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centres; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering B.C. educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.
Six-Year Completion Rate	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.</p> <p>The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of B.C. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).</p>

Students with Disabilities or Diverse Abilities (in performance-oriented reports)	<p>When the Ministry of Education reports on the performance of Students with Disabilities or Diverse Abilities, only these three groupings are included:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R) <p>These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful.</p>
Students with Disabilities or Diverse Abilities (12 Categories)	Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)
Student	A school-aged or adult individual enrolled in a B.C. school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.
Student Cohort	A group of students who share particular characteristics and who are tracked over a period of time.